DOCUMENT RESUME

ED 215 599	HE 014 834
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TITLE	Improving Teaching and Learning in Higher Education. International Conference (West Berlin, Germany, September 28 - October 10, 1981).
INSTITUTION	German Foundation for International Development, Bonn (West Germany), Education, Science and Documentation Div.
PUB DATE	81
NOTE	146p.
AVAILABLE FROM	Deutsche Stiftung fur Internationale Entwicklung, Postfach 120518, 5300 Bonn 1, Federal Republic of Germany (free).
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	College Curriculum; *College Instruction; *Developed Nations; *Developing Nations; Economic Factors; Faculty Development; Financial Problems; Foreign Countries; Higher Education; *Instructional Improvement; International Educational Exchange; Research Skills; Teacher Role; Teaching Skills
IDENTIFIERS	*Africa; *West Germany

ABSTRACT

A report of a 1981 conference on improving teaching and learning in higher education sponsored by the German Foundation for International Development is presented. Topics include the following: problems of higher education specific to Africa and the Federal Republic of Germany, common problems, approaches to dealing with problems, units for higher education and staff development within the Federal Republic of Germany, concepts and practical examples for improving teaching and learning in developing countries, evaluation of the conference, and follow-up activities of the conference. Specific problems within the African countries are related to curricula that do not integrate the actual needs of the countries and unfavorable framing conditions for teaching and learning (e.g., big classes). The main problems within Germany and the European countries are caused by the recession. Common problems between Africa and Europe include different rewards for teaching and research. Different approaches to staff development programs in Germany are considered. For example, the unit in the Kassel/Witzenhausen focuses on the improvement of qualifications for teaching, research, and administration with the reintegration of participants from developing countries. The units in Gottingen and Berlin are also described, along with the the activities of the Frankfurt and Hamburg institutions. Practical approaches to improving learning were considered partly on the basis of the study tour. Follow-up activities include a workshop about improving teaching and learning and a newsletter on higher education in Africa. Excerpts from conference papers are appended. (SW)

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DSE REPORT

DEUTSCHE STIFTUNG FÜR INTERNATIONALE ENTWICKLUNG

Brigitte Berendt

IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION

INTERNATIONAL CONFERENCE, 28 SEPTEMBER – 10 OCTOBER 1981

Berlin (West)

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

The following report on a DSE-conference intends first of all to inform non-participants, who are interested in the work of DSE. The function of this publication cannot be that of a scientific contribution to the complex topic "Improving teaching and learning in higher education within developing countries".

The fact should be mentioned that within Europe "improving teaching and learning in higher education" has been discussed for a number of years.
Examples are:

- International conference under the auspices of EARDHE 1) (in Klagenfurt 1978) and under the auspices of the University of Maryland (USA) in cooperation with several European universities (e.g. Aachen 1978, London 1979, Lausanne 1980, Berlin 1982).
- Yearly national conferences under the auspices of national scientific associations as the AHD 2) in the Federal Republic of Germany and the SRHE 3) in Great Britain. (Topics e.g.: "New forms of teaching and learning", "Consultation for students", "Course design", "Students' learning", "Staff development", "Biases in higher education".)
- Numerous publications (books, materials, newsletters), edited especially by the quoted societies AHD and SRHE, but also by units for higher education and by different publishers, who specialized in questions of higher education.

Since 1965 remarkable efforts were made within the European universities to improve teaching and learning by so-called "Staff development programmes", which include as a rule courses and workshops for members of the teaching staff, as well as individual consulta-

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1) EARDHE = European Association for Research and Development of Higher Education

2) AHD = Arbeitsgemeinschaft für Hochschuldidaktik

3) SRHE = Society for Research into Higher Education

tion and common projects. They are offered by "Centres for Higher Education" or "Units for Staff Development", which generally also have tasks of research. (1)

There is a close cooperation between these different centres and units. For instance the "European workshop for staff development" will take place in 1982 for the third time. Main aims are to discuss different theoretical approaches and practical experiences, to demonstrate examples of the own work by video-tape, to exchange materials and to plan common projects for the future.

Another example is a project between the universities of Aachen, FU Berlin (Germany), Copenhagen (Denmark), London (Great Britain) and Utrecht (the Netherlands), which is financed by the European Economic Community:

The conceptual purpose is to develop a "common module" for staff development programmes, in order to promote staff mobility within Europe. (1)

Until now the aspect of improving teaching in higher education within developing countries was left out. The experiences during the DSE conference however made clear that closer scientific contacts between developing countries - especially in Africa - and European countries would help both parts to improve teaching and learning. Especially the exchange of views of educational positions in connection with practical experiences help to reflect own positions, which seemed to be "reasonable" and "self-evident" but are perhaps egotistic, rigid and neglect the needs and interests of other individuals or developing needs of the society.

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1) details: 3.3.2

2) details: 4.6.3

4

The following report is based on:

- Analysis of working- and background-papers.
- Analysis of the study tour (reports).
- Plenary sessions.
- Working groups (reports).
- Results of assessments.
- Results of discussions.

Some of my own experiences in the field of higher education - especially "staff development" will be integrated.

General informations are given in section 1, a survey in section 2.

May this booklet not only inform about the DSE-conference, but also contribute to the motivation of colleagues for promoting scientific contacts.

Brigitte Berendt 1)
November 1981

P.S.
I should like to thank St. Behrendt-Braunsdorf and G. Gretzschel for typewriting the manuscript with a lot of patience.

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1. GENERAL INFORMATIONS

1.1 Historical background

The international conference "Improving teaching and learning in higher education within developing countries" was initiated by the DSE-Division "Education, Science and Documentation" / "Higher-Education". The initiative (Dr. Heising) based on several activities within and outside Africa, e.g.:

- Workshop on "Improving teaching and learning in higher education" in Dar es Salaam University, Faculty of Engineering.
- A training course on "Improving teaching and learning on higher education" involving lecturers in agriculture from African universities in Nairobi.
- Regional conferences on "University and development", where German guest professors interacted with their counterparts from Africa, Asia and Latin America.
- A training course on "Improving university teaching" for professors from francophone Africa.
- An international conference with ECA participation in Addis Abeba focussing on "Distance education in Africa".

The residential courses, having been organized at the universities of Kassel/Witzenhausen and Göttingen for colleagues from developing countries, were a supporting factor.

1.2 Preparations by the planning committee

A first meeting between DSE staff members and the directors of seven Units for Higher Education within the Federal Republic took place in June 80. On the basis of practical experiences and research about "Improving teaching and learning" and "Models for staff development" first suggestions for aims, organization and participants of the conference were discussed.

A planning committee was elected:

Dr. Heising (DSE),

Dr. Berendt (Freie Universität Berlin, Arbeitsstelle Hochschuldidaktische Fortbildung und Beratung),

Prof. Dr. Riebel (Gesamthochschule Kassel, Organisationseinheit Internationale Agrarwirtschaft, Kontaktstudienzentrum Witzenhausen),

Prof. Dr. Ritter (Universität Frankfurt, Professur für Didaktik der Wirtschaftswissenschaften).

The representatives of the universities have been working in the field of improving teaching and learning in higher education since more than 10 years. They also were hosts of some of the units for higher education, which were visited during the study tour. 1)
The main tasks of the planning committee consisted in making propositions for the list of participants to be invited and to develop the aims and a concept for the conference.

1.3 The participants

The participants, including the members of the planning committee, were

- 17 colleagues from African universities (Botswana, Ethiopia, Ghana, Kenya, Lesotho, Nigeria, Sierra Leone, Sudan, Swasiland, Tanzania). As a rule they were members of the faculties of education and had different functions.
- 8 colleagues from Units for Higher Education within the German universities of Aachen 2), Berlin, Frankfurt, Göttingen, Hagen, Hamburg, GH Kassel/Witzenhausen.
- 3 colleagues from Units for Higher Education of other European universities (Copenhagen/Denmark; Surrey/England; and Utrecht/The Netherlands).
- 4 staff members from the DSE
- 1 representative of the GTZ 3).

---

1) details: 4

2) represented by a Canadian colleague

3) details: Annex 1.1.3

1.4 Aims and concepts of the conference

1.4.1 The aims

The aims were

- to exchange views of educational positions and practical experiences with respect to 'improving t/l [1] in higher education" including cultural implications,
- to analyze parts of this complex,which are relevant for problem-solving efforts in university and society,
- to reflectexperiences with several types of workshops and seminars on improving t/l,
- to reflect the relations "theory - practice" in teaching and learning,
- to design several types of programmes for improving and reforming higher education with special reference to developmental needs,
- to explore forms of cooperation.

1.4.2 The concept

a) Preliminary assumptions

The formulated aims made clear that the conference could not be organized in a more or less traditional way (lectures / discussions). The concept had to be developed on the following preliminary

---

1) t/l = teaching and learning

assumptions:

- All participants, whether from Africa, Germany or other European countries are experts with respect to "teaching and learning in higher education".
- An institutionalized hierarchy between those who give informations and those who receive them as well as between organizers and participants is not adequate. On the contrary the different rôles will change constantly among the different experts.
- The topic cannot be discussed in a technical way. That means, if e.g. methods of teaching and learning are stressed, their interdependency with the aims and content within a specific subject of higher education have to be taken into account. A description and solving of problems require that the "framing conditions"[1] and the personal conditions (e.g. individual situation, experiences) are included.
- It has to be supposed that African colleagues, who accept the invitation, are interested in knowing what efforts are made within German universities in order to improve teaching and learning and to gain an insight into some practical examples in connection with the basic educational positions. It has to be supposed that the main interest will be to discuss the possibilities of developing adequate forms under the different framing conitions of African universities.

b) Conclusions

On the basis of the preliminary assumptions the planning committee developed a concept following their practical experiences and the discussions within the Federal Republic of Germany about the so -

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1) "framing conditions" is an expression used within the German discussion; it means the external framework of teaching and learning influenced e.g. by political, financial and administrative conditions.
Questions of the function of higher education and of the rôle of universities as well as the general situation of students are included.

called "open curriculum" and "participant-orientated teaching/ self-orientated learning":[1]

- The needs and interests of the participants from developing countries - concerning concepts and practical approaches-should be in the foreground not topics, predetermined by the planning committee.
- During the conference methods should be preferred which allow participants to take an active part in the finding of problems and developing of solutions concerning "improving teaching and learning". Forms of one-way communication should be the exception.

As a practical consequence the conference was planned with 3 phases containing different main objectives and activities.

		main-objectives	main-activities
phase 1	phase of preparation (June - September)	to exchange informations about a) personal functions, activities, problems, wanted topics, b) theoretical and practical approaches of improving t/l,	a) working papers, b) background papers,
phase 2	the study-tour Sept. 28 th - October 3 rd	- to discuss concepts and practical approaches of improving t/l within the FRG,	- information, - demonstration, - discussion,

---

[1] sometimes the term "participatory learning" is used.

		main objectives	main activities
phase 3	the Berlin-conference October 5 th to October 10 th	- to determine and discuss aspects of improving t/l of high relevance for developing countries, - to develop strategies for improving t/l within developing countries.	- plenary sessions in order to find topics, - independent group work about chosen topics , - plenary sessions: report of results of group work and discussions.

2. SURVEY

In section 3 relevant background informations for the Berlin conference are summarized:
A lot of specific problems exist within the African countries during the post-colonial era. They are not only caused by "foreign" curricula, which do not integrate the actual needs of the countries, but also by unfavourable framing conditions for teaching and learning as e.g. big classes and technical underequipment.

The main problems within Germany and the European countries are caused by the well-known downward movement of economics and finances.[1] The budget cuts within the universities especially have the consequence, that a lot of reform concepts can no longer be realized. The minimized chances for academics to get a "job" at all, the doubt whether the "traditional knowledge" of sciences is adequate to solve important problems of the society, influence students' motivation in a negative way.
Common problems between Africa and Europe are for instance different rewards for teaching and research, which create an underestimate of teaching qualifications. This however is in contradiction to the necessity of improving teaching and learning.

Forms of dealing with problems of higher education are presented in the report. Because of better financial conditions during the sixties and - partly - the seventies more could be done within the Federal Republic of Germany and Europe during the so-called "reform movement" period.

During the study-tour the African colleagues could become acquainted with some concepts and practical approaches to improving teaching and learning in higher education.

In section 4 the results about the visit to five units for higher education are summarized.

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[1] recession

Different approaches to staff development programmes, which have been successful for a couple of years, are presented: The unit in Kassel/Witzenhausen focusses on the improvement of qualifications for teaching, research and administration[1] with the reintegration of participants from developing countries. The unit in Göttingen focusses on the improvement of knowledge about "learner-orientated forms of teaching" together with a research programme in that specific field. The Berlin unit (Freie Universität) focusses on the improvement of teaching and learning by a "comprehensive reform-approach" which includes the change of structures, aims and contents of disciplines[2] and methods.

The report continues with a survey of the activities of the Frankfurt and Hamburg institutions. It includes the Frankfurt presentation about the method of "participatory and anticipatory learning", practised there, followed by a demonstration with the African colleagues. The Hamburg unit's presentation mainly deals with the research activities in different fields - among them a project on the reform of instruction in statistics and methods of research in psychology.

Section 5 concentrates on the Berlin conference. The "open concept", following the mentioned ideas of the planning committee, turned out to be the adequate form for participants, who are all "experts". A steering committee - consisting of the members of the planning committee and three African colleagues (elected during the study-tour) was responsible for proposing the procedure and the topics on the basis of an evaluation of the group situation. The chairmen for the plenary sessions were members of the steering committee. The main work however was done by and within independent small groups, the results of which were presented in the plenaries.

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1) including university development
2) in the sense of subjects or branches of study

The group discussions of the first round included general aspects of improving teaching and learning as e.g. "The rôle of traditions" and "Research and teaching". "Meaningful learning" turned out to be a keyword for improving teaching and learning, mainly because its close connection to motivation. Learning is "meaningful", if it is instrumental for a survival and for a collective and individual "progress". It turned out to be a problem, that "increasing productivity" can lead to "increasing destructivity" in the sense of a decreasing quality of life.

Practical approaches to improving learning were topics of later rounds. Partly on the basis of the study tour (e.g. "Participatory and anticipatory learning"), partly on the basis of own experiences, concepts which might be of relevance for developing countries were discussed. The "development of African instructional materials", "the use of curriculum methods and materials based on learning theory" were stressed as well as the "use of distance-learning-methods", "the consideration of spatial and socio-psychological geography" and methods derived from a "concept of an innovative and cooperative teacher education". The necessity to improve the methods of lecturing was especially emphasized

It was a result of the discussions that staff development programmes should have first priority as a concept for improving teaching. Following the European experiences the programmes might stress "methods", but they should also include aims and contents of the subjects (disciplines) in question as well as aspects of the framing conditions of teaching and learning. Because all these elements are interdependent 1).

Another statement concerned the importance to stress the significance of teaching - not only research - with respect to promotions and staff recruitment, in order to motivate the target group to participate in such activities.

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1) see 1.4.2 (page 12)

For the dissemination especially a cooperation between African colleagues would be necessary as well as a support by the DSE and/or GTZ.

Follow-up activities are summarized in section 6:

- A workshop about improving teaching and learning will be prepared for 1982 by the Nairobi colleagues together with some European consultants. The participants are intended to be mainly African university teachers, deans and directors and other representatives of faculties.
- "Higher Education in Africa" - a newsletter for the improvement of research management, teaching and learning will be edited and published by the Nairobi group. The DSE will help to provide the distribution and technical assistance.
- A cooperation on distance education will take place in the context of preparing the Nairobi conference. Afterwards the use of a distance study - approach will be discussed for further follow-up activities within Africa.

The evaluation of the conference is reported in section 7. The outcome of the conference as a whole (study tour and conference) was very positive, for all participants. Especially the Berlin conference had a practical value and was of relevance for the own work. The experiences, gained by the African colleagues during the study-tour, were "useful in their own right".

The final remarks stress the fact that the open structure helped to create a relaxed atmosphere among colleagues and to avoid hierarchical structures: "Thus a lot of work could be done and realistic perspectives and plans of actions could be developed" (section 8).

3. MAIN PROBLEMS OF HIGHER EDUCATION

- Background informations-

3.1 Survey

Background informations were especially given before the conference by working-papers and background-papers [1] and during the conference on a plenary session of the first day. Participants had been asked to concentrate within the working-papers on present problems of teaching and learning within their institutions. The aim of the background-papers was to inform one another about parts of the scientific work, thought to be helpful for the conference.

Other important background informations were given during the study tour and during the group meetings.

The following statements are an attempt of an overview stressing those aspects, which were relevant for the discussions during the Berlin conference and which are not included in other sections of this report.

We can notice that there were a lot of very specific problems within African universities as well as in German and other European institutions of higher education. There are however other problems which both have in common.

Efforts to overcome the difficulties were made in different forms such as institutionalizing units for higher education and promoting staff development programmes, research and projects. Because of the better financial pre-conditions more could be done within Europe.

Unfortunately a roll-back has begun here since the last years, mainly because of economic reasons.

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[1] Annex 3.1

3.2 Main problems

3.2.1 Specific African problems

As a rule the African universities were established during the post-colonial era, and supported during the first time by international organizations like UNESCO.
Especially in the beginning they saw the main task , to help their governments in satisfying national needs by educating qualified members of the society and by seeking ways and means in the search for satisfactory solutions to social and educational problems. Meanwhile the aspect of international scientific competition plays an important rôle.
The "brain drain" is a crucial problem: especially high qualified persons and good graduates do not stay in the universities. They leave their countries, in order to accept an attractive job. The reasons are too low salaries and too bad working conditions within their own countries. The increased number of students (e.g.: Ife Nigeria from 242 students in 1962 to 10.000 in 1981), creates a low staff-student ratio. The lecture is therefore the mostly used form of teaching. Usually an audience consists of 400 up to 1100 students. Very often there are no assistants and no tutors to support the teacher. In most cases an equipment for visual aids is not available.
Nearly all universities complain, that the budgets for books are too low, the libraries are consequently not "up to date." Independent studies for students are nearly impossible.
Most of the printed materials were written by foreigners and contain ideas which do not correspond to the ideology of the post-colonial era and to the needs of a specific African country.
The use of the English language for teaching and learning means additional problems : a lot of students have difficulties to understand scientific facts in a language, which is not their mother tongue.

3.2.2 Specific problems within the Federal Republic of Germany

In 1981 problems in higher education are mainly caused by the well-known downward movement of economics and finances during the last years.[1] Budget cuts within the universities have led again to a low staff-student ratio in a lot of discipines. The reform-concept of small group work and tutorials instead of classes between 100 and 400 often had to be abolished. Other innovative concepts like project-work are no longer to be realized. Funds for research- and development-works in the field of improving teaching and learning are difficult to obtain-if they are available at all. On the side of the students the bad financial situation requires, that many have to earn part of their living by "jobs", which - as a rule - have nothing to do with their studies or their future professions.

The minimized chances for academics to get a"job"is another important aspect, which influences especially the motivation of students to learn. A lack of motivation is in many cases also caused by the so-called "numerus clausus": In disciplines like biology, medicine and pharmacy only a limited number of students can be enrolled every year . The refused applicants therefore often choose other disciplines, hoping, that some day they might get a chance within the wanted faculty.

The so-called "opening of the universities" started in order to give the chance of a higher education to everybody-together with reforms within the secondary schools-created a heterogenity among university-beginners. The university-teacher is often confronted with the fact that students have a different basic knowledge and that some of them do not have the necessary study skills.

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1) within this report it is not possible to give a detailed analysis of the different influencing factors for the recession

A problem of a totally different kind concerns aims and contents of studies: The expansion of knowledge, the danger to become obsolete, requires to discuss priorities; so does the changed function of the university.[1] Therefore criteria for the selection of aims have to be determined as a basis for syllabi and examinations. Different educational positions influence the decisions e.g. about the question, whether the needs of society, the specific qualifications for a profession or "job", the traditional "structure of the discipline" or the needs and interests of students are relevant.[2]

3.2.3 Common problems

The list of common problems can begin by quoting out of Lwogas working-paper[3]

a) Differential rewards for teaching and research

Though teaching effectiveness is taken into account when reviewing academic staff for promotion, research and publications are still a critical consideration. Promotion comes faster with a good record of research and publications but little teaching than with a good contribution in teaching but little research and publications.

b) Staff recruitment and development

Staff recruitment procedures emphasize academic qualifications and academic potential, but pay little attention to teaching-ability. Once recruited, on the other hand, academic staff are encouraged to pursue further studies and/or do research and publish in their own disciplines and are given very few

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1) the different university laws, passed after 1970, determine that universities have to prepare students for a profession, not only to give them a scientific education.

2) there are similar problems within the other European countries.

3) working-paper 22.

opportunities to train their teaching functions.

Fajana [1] points out to the fact that teachers learn to teach by being "thrown into the classroom - either swimming or sinking". "It is not surprising"- he continues - "that very few new teachers ever bother themselves about clarifying the objectives they teach or discuss prescribed work.
The standardsare often basing on memories on the rigor of the teacher's own university education."
Perkins [2] demands for the developing countries that all faculty-members should especially be made aware of

- educational goals,
- manpower needs,
- nature of the learner.

Other examples can be added to the list of problems:

c) No assessment of teaching staff-members

If staff-members have got a tenure, as a rule there is no official evaluation. A teacher may decide, if and how his students get the posssibility to give their feed-back. Students can complain about the lack of teaching qualifications [3], their bad results within the examination can demonstrate it: there will be no consequences for the staff member.

(d) Problems of teaching and learning

One problem is the inadequate knowledge and the lack of skills for scientific work on the part of the entering students.

An even greater problem is the increasing lack of motivation, caused by several reasons. 1)

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[1] working-paper 1 (A. Fajana)

[2] working-paper 4 (B. Perkins)

[3] several working-papers tackle the questions "What is a "good" teacher?": e.g. 14 (S. Tucker), 20 (F.M. Okatcha), 21 (M.A. Siddiq); others deal with problems of evaluation (e.g. working-paper 10 by J. Conrad)

Especially the African colleagues want to know, how students' participation can be improved: "University is not only a place of research and not only for communication or transmission of known truth, but it should be also a place for helping students to learn. The ultimate concern .... is not to grow into a human encyclopedia or a walking dictionary, but to seek a way of thinking, a way of knowing or finding out truths in life, that will enable him to live and function in this world comfortably and eventually contribute to the unending funds of knowledge through research." 2) Several working-papers stress that the problem is not so much to improve teaching but learning; e.g. "Teaching should emphasize the need of students to find informations, report and lead discussions in their findings." 3)

Some papers also stress that there are different concepts of teaching and learning. There is e.g. the concept of teaching and learning facts, methods and theories in a more or less hierarchical mode, comparative to a one-way street. On the other hand there is the concept of autonomous learning, of asking questions and considering possible answers in a continuous dialogue between people as partners. 5)

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1) see 3.2.1 (e.g. big classes)
and 3.2.2 (e.g. fear of non-occupation, doubts whether traditional knowledge can help to solve actual problems)

2) details: M.K. Maleche, working-paper 23

3) V.M. Bam, working-paper 3, in the same sense
P. Veltman, working-paper 9

4) e.g. Karcher in working-paper 24

3.3 Forms of dealing with problems of higher education

3.3.1 Africa (Examples)

Within Africa several attempts were made to deal with problems of higher education.

3.3.1.1 Units for Higher Education / Staff Development Programmes

At the university of Cape Coast (Ghana) as far back as 1974 the faculty of education organized seminars on university teaching. In May 1980, the university of Science and Technology, Kumasi, hosted a similar series.
There is also an audio-visual centre at the university of Ghana, which makes teaching aids available.
The senate of the university of Dar es Salaam (Tanzania) approved in 1978 the establishment of the "University teaching and learning improvement programme" (UTLIP)[1].
Four components are characteristic :

- Coordination.
- Teaching improvement laboratory.
- Communication course.
- Ideological clarity.

Already in 1977 the senate had made important decisions[2] following the arguments of a paper which was written after two senior members had visited an international conference about "Improving University Teaching" at the University of Massachussets, USA, in 1974. The paper had identified beside the mastery of the subject-matter communication skills and clear interpretation of Tanzania's ideology as main areas for improving teaching and learning.
Nowadays there is a committee working on the university level; its members are representatives of the faculties and also

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1) Annex 3.3.1 a

2) Annex 3.3.1 b

chairmen of subcommittees on the faculty-level. Here the departments are represented by their respective heads.

Teaching effectiveness is evaluated, workshops on teaching techniques are held twice a year for newly appointed junior staff as well as for other staff members.

In-service courses in communication skills are offered by a communication skills unit.

At the University of Nairobi (Kenya, Kenyatta University College) the faculty of education offers courses to post-graduate and diploma students about teaching methods and the production and utilization of instructional media and resources.

The programme is supported by an educational resource centre, which provides media and different aids. The essential services are e.g. to assist teaching faculty staff and to support research and development efforts in the area of educational technology.

In Nigeria the government has established a national institute for the improvement of teaching and learning in teacher-training colleges[1].

3.3.1.2 Improvement of discipline-orientated courses

In Swaziland a "modular approach" was developed, which incorporates the subject-content into learning techniques and students' evaluation. The departments of Physics and of English e.g. provide the student with extensive information about the expectations of a course and with informations for inter-faculty teaching, compatibility and coherence for the programmes of students who will utilize academic content for professional training purposes.

3.3.1.3 Courses for Students

The university of Dar es Salaam organizes programmes on learning- and study skills for new students during the "orientation week" at the beginning of each academic year.

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1) for details see Fiscian in background-paper VI: secondary school education is focussed

The university of Cape Coast instituted a programme for all first year science- and mathematics-students to buttress their proficiency in written and oral English.
The university of Botswana developed a pre-entry science programme of about six months duration. Emphasis has been placed on communication skills and basic mathematics. (The educational goals and the manpower needs of the country as well as the nature of the learner are taken into consideration.)
The students are in class or laboratory sessions 20-30 hours per week. Work-study is stressed.

3.3.1.4 Other activities

Within the university of Cape Coast each department has a "staff-student consultative committee". It provides a forum for representatives of students to express views and opinions on teaching and courses. The committee meets twice a term and the deans of faculties report to the senate once a term about its activities. This feed-back has been invaluable in stimulating revisions of courses and compelling staff to improve teaching techniques.

3.3.2 Federal Republic of Germany

3.3.2.1 Units/Centres for Higher Education

During the last ten years, mainly as a consequence of the so-called "reform movement" 1) within the late sixties and seventies, units or centres of higher education were established. 2) There are now such institutions at the universities of Berlin (Freie Universität), Frankfurt, Hamburg, Göttingen und Kassel/Witzenhausen, - they were visited during the study-tour. 3) Others are located in Aachen, Augsburg, Berlin (Technische Universität), Bielefeld, Darmstadt, Dortmund, Essen, Osnabrück. Two "Hochschulen der Bundeswehr" (= universities of the armed forces) also established units in Hamburg and München.

Main tasks of the units for higher education are:

- Staff development programmes.
- Consultation.
- Research.
- Projects/together with staff members from other disciplines.

(There is a tendency now, to include courses about "study skills" for young students.) Target groups of the mentioned activities are members of all faculties, mainly those of the teaching staff.

The units often belong to the faculty of education or have a specific position as an "interdisciplinary centre". They have an own budget and an own staff. As a rule these staff members are acade-

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1) main aim: reform of the studies in the sense of promoting democracy within university and society by abolishing hierarchical structures and by connecting theory (= sciences) to practice (= needs of the society, needs of professions).

2) a similar development took place in other European countries as Denmark, Great Britain and the Netherlands. The reasons were different.

3) details: 4

mics of different disciplines, in order to be able to work with colleagues from specific faculties. Mostly they were also enrolled in the faculty of education.

3.3.2.2 Staff Development Programmes

3.3.2.2.1 Roots

The main roots for such programmes might be seen in the changed functions of universities and the "professors" as their staff members:

- Universities today have to prepare an increasing number of students for a profession - their function is no more to support "Higher Education" of a small elite.
- A professor's teaching is restricted by a curriculum(in the sense of a predetermined system including syllabi, details about the examination etc.) So the professor too, not only the student is responsible for a "successful learning."
- Teaching can no longer be defined as "the possibility for a student's participation in a professor's research work " (in the sense of Humboldt).

In order to fulfil his teaching functions in an adequate manner the professor has to have a specific knowledge and practical skills[1). Important factors are:

a) The scientific and technological development (e.g. results of research in higher education, psychology of learning, social psychology and learning technology).

b) Political developments within German universities - especially developments following the so-called "reform movement"[2):

[1) this is a demand of university laws passed in the seventies (skeleton-regulations by the federal government as well as regulations within the different states within West Germany).

[2) see 3.3.2.1, footnote 1

- Changed structures (The professor is no longer the only expert for the content of his subject - there are more "experts").
- Changed rôle (The professor is no longer only an instructor, but a consultant who is steering and controlling the processes of learning.)
- Changed aims and content of studies in a lot of disciplines (So-called "practice-orientation": the needs of professions and society are in the foreground, not the traditional structures of the discipline".)

3.3.2.2.2 A comparison of different approaches

Staff development programmes within the Federal Republic of Germany include offers of different activities as courses and workshops, supported by self-study materials, individual consultations and common projects with the target group. Sometimes the activities are connected to a system, either as a "closed" curriculum with prescribed syllabus and length or as an "open" curriculum, which is participant-orientated and can be called a "personal curriculum" 1). As a rule the programmes stress the improvement of teaching qualifications 2) - the improvement of qualifications with respect to research or self-administration (university-development) is not enclosed.

At first sight there are a lot of mutualities especially as far as aims, topics and learning situations of courses and workshops are concerned. 3)

The topics mostly concern basic questions of learning such as:

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1) example: 4.6.2
2) an example for a more comprehensive approach is given in 4.3
3) Annex 3.3.2.2.2 (examples)

- "Learning theories".
- "Aims and objectives".
- "Methods of teaching".
- "Teaching behaviour".
- "Motivation".
- "Students' assessment".

The topics of advanced courses include:

- "Course design"
- "Revision and/or development of curricula".

The learning situations used are similar. examples are:

- Theoretical information and reflection about the possibilities of transfer.
- Learning by doing (= planning, testing out in practice, assessment, reviewing).
- Feed-back by video.
- Rôle-play.
- Simulation of teaching situations.
- "Meta-discussions" by using approaches of group dynamics, in order to explain a situation "here and now" behind the spoken word.

If however, we go into the details of a programme we find out, that there are different main conceptual purposes, which especially influence the offered courses and workshops as far as levels of teaching and learning1), topics and the use of learning situations and supportingmaterials (e.g. about "games and simulations") are concerned.
Following the main conceptual purpose we can disthinguish

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1) levels of teaching and learning are:
- the level of the individual interaction between teacher/learner,
- the level of a session within a course,
- the level of a course,
- the level of a curriculum (= the syllabus and the entity of prescribed courses/activities and regulations for the examinations within a discipline),
- the level of the "framing conditions" (see page 12, footnote 1)

following approaches 1):

a) The professional approach.
b) The research-orientated approach.
c) The experience-orientated approach.
d) The personal-development approach.
e) The comprehensive "reform of studies" approach.

In each of them improving teaching and learning has another meaning.

ad a) The professional approach focusses the on the qualification for all functions of staff members within the university (teaching, research, administration and university development) and their improvement. The levels of courses, curricula and framing conditions as levels of teaching and learning are included. 2)

Improving teaching and learning means a change of methods in the context of university development and of structures 3) of higher education.

ad b) The research-orientated approach focusses on the improvement of knowledge about a certain area of teaching (e.g. "learner-orientated forms of teaching") 4) in connection with a research programme within that field. The levels of sessions, courses and curricula are stressed.

Improving teaching and learning means a change of methods in the context of aims, content and framing conditions.

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1) first results were presented during the study-tour (4.6) - for details see B. Berendt: Different theoretical concepts and practical approaches to staff development in higher education. In: Improving University Teaching/Proceedings/8 th international conference (to be published in 1982).

2) details: 4.3 (Kassel, Witzenhausen)

3) such as change of hierarchical structures, participation of faculty members and/or students in university boards.

4) details: 4.4 (Göttingen)

ad c) The experience-orientated approach focusses the improvement of teaching qualifications by an exchange of experiences among university teachers, which is enriched by informations about projects and research into higher education. [1] The levels of sessions and courses are stressed.

Improving teaching and learning means a change of methods.

ad d) The personal development approach focusses the change of individual attitudes and individual teaching behaviour in order to optimize students' learning by better forms of instruction. [2] The level of the individual interaction between teacher and learner is stressed.
Improving teaching and learning means a change of individuals and of their teaching methods.

ad e) The "comprehensive reform" approach - as a rule - is practised by the units for higher education and has to be seen in a close connection to the reasons of their establishment during the "reform movement". [3] Consequently the main purpose is to use staff development programmes as a strategy to motivate staff members especially for the "reform of studies" [4]. All levels of teaching and learning

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1) this approach is practised by self organizing working groups of polytechnic-teachers, who use to invite colleagues from units for higher education for lectures, seminars, courses or workshops.

2) this approach was mainly used in a pilot-scheme of the university of Bochum.

3) details: 3.3.2.1, footnote 1

4) details: 4.5 and 4.6

are included.
Improving teaching and learning in that sense means a change of structures (e.g. modalities of participation of staff and students within university boards) of aims and content of the disciplines and of methods and individuals. Teaching and learning is seen in the wider context of framing conditions ("The function of higher education and universities", "Contradictions of interests of government and the employment-system" are consequently also topics of those programmes).

3.3.2.2.3 Common problems within the European discussion

Staff development programmes exist especially in Great Britain[2] (in 35 universities) and in the Netherlands (in 11 universities). There are also activities in Austria, Denmark, Norway, Sweden and Switzerland.
Mostly a professional approach is practised. Conceptual purposes are e.g.

- to assist academic staff to more fully meet their own, students' and institutional needs (Great Britain),
- to offer teacher training-courses in order to improve the effectivity of teaching (the Netherlands).

There are a lot of common problems with respect to improving teaching and learning by staff development programmes.[2]

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1) Annex 3.3.2.2.2 and
Annex 3.3.2.2.3 (Examples brought in by L. Elton).

2) a discussion will take place during the mentioned "Third European workshop staff development in higher education" in Oslo 1982 (see: Introduction).

Examples:

a) What are the main conceptual purposes of staff development programmes /
What does "improving teaching and learning" mean?
e.g.: A strategy for making classroom teaching more satisfying and efficient by changes of the methods ?

vs: A strategy for the "reform of studies"? [1]

b) What theories about teaching and learning and the significance of the teacher in learning processes are the basis of staff development programmes?
(e.g.: In how far are the framing conditions important for "successful learning"?)

c) Should a comprehensive "individual" or a "system-orientated"[2] model be developed if long-term effects are the conceptual purpose of staff development activities?

d) Is it possible to state and formulate objective qualitative aims, necessary for improving teaching and learning, as a basis for staff development programmes?

e) How could objective qualitative aims be linked with subjective aims (in the sense of balancing individual teaching deficiencies)?

f) What are the adequate strategies in order to motivate "non-motivated" staff members?

g) What should be the characteristic elements for the description of models for staff development programmes in order to make a comparison possible?

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1) see "comprehensive reform approach" page 33/4

2) consequences e.g.: all members of the university have to be included in the finding of problems and their solutions and the "environment" is focussed.

h) What contributions to staff development programmes are possible by single units for staff development and/or higher education with respect to their personal and financial capacities?

3.3.2.3 Main fields of research and projects

Research and projects in higher education, which also influence staff development programmes are often supported by special funds [1], given by the government or societies for research. Following a meeting of the different units [2] there are some main fields:

a) Students

e.g.- Study skills

- Conditions of learning
- Processes of socialisation and study behaviour.
- Conditions for political activities of students in the sixties and seventies.

b) Orientation phases for young students

e.g.- Experiments within different disciplines, partly in connection with courses for teaching staff or tutors.

- A summative evaluation and comparison of different approaches, development and testing of training programmes.

c) Study and profession

e.g.- The significance of regional factors in educational planning

- The significance of university certificates for the private industry.

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[1] also different faculties are carrying out such projects

[2] Augsburg 1981

- Higher education and qualifications needed for specific professions (within different disciplines).

d) Revision of curricula/parts of curricula

e.g.- Analysis of practice-orientated approaches in different disciplines.

- Revision within different disciplines (mostly following new university laws.

e) Alternative forms of teaching and learning

e.g.- "New" concepts for new aims and content of curricula.

- Forms of students' participation within teaching and research.

f) Further education/development of new curricula

e.g.- Further education for existing professions (teachers, journalists).

- Third world.
- Medical management.
- The use of new energies.
- Educational problems with children of foreign origin.

g) Evaluation of models and methods in higher education

e.g.- Courses in pedagogic - a comparison between different universities.

h) Evaluation of curricula/parts of curricula

- Within different disciplines.
- Within the field of further education.

4. UNITS FOR HIGHER EDUCATION AND STAFF DEVELOPMENT WITHIN THE FEDERAL REPUBLIC OF GERMANY

- Concepts and practical examples during the study tour -

4.1 Survey

Following the interests of the African colleagues, each host had prepared, beside a general information about his unit, a specific presentation out of the unit's work within theory and practice of higher education. Thus a concrete illustration of the background informations should be given. The Berlin unit had accepted the task to transgress natioanl aspects and to introduce European concepts and practical examples.

The following section bases on the reports and the hosts' written contributions.
Last not least it should be mentioned that the study tour also included excursions, which gave an insight into specific aspects of German life (e.g. rural development; the life with the German-German border).

4.2 Frankfurt / Professur für Didaktik der Wirtschaftswissenschaften [1]

4.2.1 General informations

The unit for higher education in economics was established in 1974. The holder of the chair is under the obligation to participate in the teaching and research activities in the field of economics as well as in the field of university didactics.
Main tasks are courses and research in economics (comparative economic systems, macroeconomics, economic policy) as well as

- didactic training to tutors and students,
- research into the teaching/learning transactions,
- information about the results of research to teaching staff

The staff consists of the holder of the chair and two assistants.

4.2.2 Presentation and demonstration of the activities of the unit

U.P. Ritter informed about the concepts and practical approaches to evolve new forms of teaching and learning. The theoretical basis is a humanistic and wholistic approach taking into consideration among other aspects the "spatial and socio-psychological geography" of learning. [2]
The method of "participatory and anticipatory learning" is a direct response to students' dissatisfaction with teaching and their demand for improvement in that field. [3]
One problem in the university of Frankfurt however is a certain scepticism and resistance towards change. Some colleagues are not willing to alter their old ways of teaching. They argue, that new forms might involve too much work which is not commensurabely rewarded. Others are of opinion that "the old lecture method" is the best form, if there are 100 and more students in the class.

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1) University of Frankfurt, Chair for Higher Education in Economics

2) details: 5.3.2.2

3) the mentioned method was chosen by participants as a topic during the Berlin conference. Details: 5.3.2.1

There seems however to be an increasing tendency, that Frankfurt colleagues think didactic activities might help to improve teaching and learning.

Three projects were presented by other staff members as examples of the work of the unit:

- An orientation unit which all 600-700 students - beginning each year-attend.
- A gaming simulation on energy policy.
- A research-orientated seminar, based on participatory and anticipatory learning.

4.2.3 Demonstration of "participatory learning" and assessment

The next step was to demonstrate the application of elements of participatory learning in the situation "here and now": The participants of the study-tour formed small groups, in order to discuss the topic

> "Problems of teaching and learning in Higher Education within Africa and West Germany".

A rapporteur was determined by every sub-group. He had to give a report about the results within the plenary session. The plenary then classified the problems in form of clusters. 1)

Being asked for their personal experience, the participants assessed the demonstrated method in a positive way. The report gives the following description:

"The group discussions enabled every single member to make contributions to the discussions and every question had an ample chance of being thoroughly examined. Apart from aiding understanding, the new forms inculcate the habit of cooperation, break down the feeling of alienation and develop in the learner the desire to put into practice what he/she has learned."

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1) Annex 4.2.3

4.3 Gesamthochschule Kassel/OE Internationale Agrarwirtschaft, Kontaktstudienzentrum Witzenhausen [1]

4.3.1 General informations

Since 1970 the centre of professional studies has developed and organized a staff development programme in the specific context of international development.
Main conceptual purpose of the programme "Higher Education and International Development" is to prepare the reintegration of third world academics as members of university-staff.
The staff includes the director and 2 colleagues, who are supported by a number of guest-lecturers.

4.3.2 Presentation of the staff development programme

The areas of the staff development programme are not only teaching in higher education but also research and university-development.
The activities of the six months residental course include:

- Orientation phase.
- Training courses ("Teamwork", "Communication").
- Product-orientated courses.
- Excursions.
- Stay-abroad.
- Individual study phases.

M. Wesseler gave an introductory lecture, in which he considered the conceptual aims of the staff development programme on the background of educational positions. His main ideas were:
There is a crisis of confidence especially with regard to science teaching and the university's rôle and position in this area. Perhaps this crisis exists because of the domination of western techniques, languages and norms in this field. There is a danger of

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[1] University of Kassel, School of International Agriculture,
Centre of Professional Studies
Witzenhausen

"intellectual colonization". In Witzenhausen attempts are made to answer this problem by ensuring full cooperation between staff and students from developing countries by securing that the course responds to real human needs and by cross-cultural exchanges. Therefore "participatory learning methods" (1) are an important aspect of the Witzenhausen courses in order to overcome the traditional colonial western-dominated forms of international scientific exchange and cooperation.

Two essential topics are focussed within the courses:

- Human needs.
- Conditions of the satisfaction of human needs (e.g. cultural conditions, technology, production, distribution and scientific work as well as its institutions in general).

They make it possible to discover step by step the specific limitations of different disciplines. Sometimes participants come close to the understanding of some essential shortcomings of the traditional western concept for the universal language. By the methods of participatory learning the process of mutual interaction often leads to comprehend that there is "probably no such thing as one universal truth, which dominates everywhere and forever" and thereby leads to a pluralistic model of knowledge "where the goal of consensus is abandoned in favour of mutual enrichment".

M. Wesseler came to the conclusion:

> "One of the essential criteria for the improvement of teaching and learning seems to be its relevance to individual and social and economic development". (2)

F.H. Riebel, director of the unit, gave a survey about further details of the courses: Participants shall be prepared for the translation of skills and acquired knowledge (e.g. about teaching) into their society as well as for the integration with the society as a whole - so that their influence on their university would be to minimize "ivory towerism".

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1) see 4.2.3 and 5.3.2.1

2) Annex 4.3.2

4.3.3 Discussions / main results

One main discussion point was, how the mentioned ideas could be implemented under the conditions of the different problems of developing countries: especially over-population and under-equipment. Their policies as well as their finances usually depend on governments. This is a situation which appears to many participants as restricting "participatory learning methods". Besides many members argued that African countries have to respond purely to development needs and are not in a position to experiment and innovate too much hence the budgets for research are limited and experiments in social and behavioural patterns are not encouraged. In spite of the mentioned doubts, as far as a transfer is concerned, participants of the Witzenhausen presentation stressed that the realized combination of participatory learning methods with a staff development for research management, teaching and university development (administration) are adequate in order to learn from one another and to be useful in any of the three main fields.
Finally the participants worked in three groups1) about

a) Problems of higher education .
b) Experiences of study-tour (so far).
c) Possible topics for discussion at the Berlin conference.

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1) results: Annex 4.3.3

4.4 Universität Göttingen / Pädagogisches Seminar, Arbeitsbereich Allgemeine Didaktik und Unterrichtsforschung [1]

4.4.1 General informations

The unit of instructional sciences, which is within the faculty of social sciences, approximates the function which was previously performed by the centre for higher education from 1972 - 1979.

Tasks of the unit are:

- Continuing education for master- and doctorate-candidates in various educational specialisations (such as special education, nursery education).
- Provision for teacher training facilities of the research/laboratory type for students preparing to be secondary school teachers.
- Population specific groups for members of staff of the university or out-of-university persons engaged in technical or commercial fields who require a chosen field of didactics.

4.4.2 Presentation of "The Göttingen Catalogue of instructional Models" (GCIM) [2]

K.H. Flechsig presented the results of a project about self-directed learning which was developed and implemented in 1977 (project group: K.H. Flechsig (chairman), H. Burfeind, A. Schmidt).

The GCIM is a system for documenting, communication and developing knowledge about different ways of organizing learning processes with particular concentration on higher education and adult learning.

In its present form this system has the following components:

- Reconstructions/descriptions of 20 instructional models.
- About 2.5oo documents on theory and practice of learning and teaching according to these models.

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[1] University of Göttingen, Unit for Instructional Sciences

[2] details: K.H. Flechsig, working-paper 18
Annex 4.4.2

- A training programme consisting of one introductory course and a series of advanced and model-specific courses.
- A network of practitioners, who apply models in practice and who contribute to the system by feeding back information and experiences.

The starting point for the GCIM was criticism of the "lecture-method monoculture" [1] in higher education. The reasons for the survival of this method are

- its appropriateness for the existing examination system,
- its self-perpetuating character (teachers practise what they have experienced as pupils),
- lack of experience and the short-livedness of experiments with alternative methods,
- lack of supporting networks of innovators across institutions,
- lack of theoretical knowledge-both on traditional and alternative methods,
- lack of availability and continuity in the development and application of alternative instructional methods.

Main conceptual purposes of the project are to improve teaching and learning according to the following principles:

- Variety of educational practice instead of monoculture.
- Consciousness about theoretical implications of one particular practice instead of superficial "pragmatism".
- Mutual social support by other innovators instead of splendid isolation of unappreciated geniuses here and there.
- Learner-centeredness of educational action instead of teacher-centeredness.

The GCIM contains 20 different models (the list follows the alphabetical order of the names in German):

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1) see 4.2.2

1. Assignment method.
2. Disputation.
3. Exploration (field study).
4. Case method.
5. Apprenticeship.
6. Distant study.
7. Classroom teaching.
8. Indiv.programmed instruction.
9. Indiv.learning space.
1o. Small group discussion.
11. Educational exposition.
12. Educational dialogue.
13. Clarifying ed. environment.
14. Educational conference.
15. Educational network.
16. Project method.
17. Simulation and gaming.
18. Proctor method.
19. Classical lecture.
2o. Educational workshop.

The models are presented in three main forms:

- Text description.
- Audio-visual representation.
- "Mini practice". 1)

There are introductory courses of 2 1/2 days.

The participation automatically leads to a membership within the network (= newsletters with informations between members, e.g. about the application of models).

There are also advanced courses, introducing into the theory and practice of one particular model. Own designs are possible.

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1) sort of short-term simulation of educational practice following a specific model

4.5 Universität Hamburg / Interdisziplinäres Zentrum für Hochschuldidaktik 1)

4.5.1 General informations

The centre was established in 1970 as an independent unit. Its general policy orientation, budget and appointment fall within the direct competence of the Academic Senate. Main tasks are research and development in areas as

- aims and objectives of teaching and studying,
- content/structure of curricula, esp. their relationship to vocational practice,
- methods of teaching and learning.

The staff includes 17 colleages; one half of them are in tenure positions, the other half have the status as junior staff members.

4.5.2 Presentation about the main activities of the centre

L. Huber, director of the unit, informed about the structure, organization, history, functions and budget.

He specified the tasks, which include especially:

- Planning and evaluating of reforms, such as the critical examination of models currently in use, or initiating new ones.
- Offering training in teaching methods and learning situations for academic staff and for student-tutors in all departments.
- Advice and consultation to individual commissions and departments engaged in reforms.
- Research and development projects in special critical problem areas (see below).

The results of these activities are published in two forms:

"Hochschuldidaktische Arbeitspapiere" which contain annotations of projects, as well as working-papers and materials (1.200 copies issued).

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1) University of Hamburg, Interdisciplinary Centre for Higher Education

"Hochschuldidaktische Stichworte", devoted to an examination and comment on some topical themes in higher education, such as group dynamics, motivation or specialization (1.200 copies).

4.5.3 Research activities

The research activities, financed mostly by funds from the Deutsche Forschungsgemeinschaft (DFG) or the Bund-Länder-Kommission, are mutually reinforcing and are designed to have clear implications for the improvement of teaching and learning.

Main areas of research and development covered in projects-recently concluded or presently going on-are the following:

- Orientation of students with regard to aims, conditions, structure and strategies of studying (by means of several introductory courses or units developed in cooperation with various departments).
- Orientation of students with regard to requirements and objectives in professional practice and opportunities and strategies to find employment (by means of organizing exploratory activities and group work on related materials).
- Integration of practical experiences in university curricula (by means of planning and evaluating internships or phases of practical work, e.g.: in studies of law and medicine and in teacher-education).
- Socialisation, i.e. academic, discipline-specific and anticipatory professional socialisation of students (e.g. in medicine) and, correspondingly, of university teachers themselves, e.g. of their attitudes to their academic work, to cooperation with colleagues and others (by means of interviews, group discussions etc.).
- Methods of teaching and learning, e.g. exploration of learning theories implicitly used in everyday-teaching or a total reform of the course design for teaching methods of empirical research to students of psychology or, eventually, social sciences.

Out of these projects two have been presented to and discussed by the visiting group:

- A project on the reform of instruction in statistics and methods of research in psychology, which for some time has been a very crucial issue in the curriculum of psychology. (By R. Schulmeister.1))
- Ongoing research activities on the socialisation of academics, esp. university teachers, with regard to their "moral" (in terms of L. Kohlberg) and the shaping of their "habitus" (in terms of P. Bourdieu) correspondingly to their disciplinary specialisation, to be used as "illuminative" materials for consideration and group discussion in seminars with university teachers. (By G. Portele and L. Huber.)

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1) Annex 4.5.3

4.6 Freie Universität Berlin / Arbeitsstelle für Hochschuldidaktische Fortbildung und Beratung [1]

4.6.1 General informations

The Berlin unit for higher education has been working since 1965. In the beginning tutorial programmes combined with courses for improving teaching and learning were the focus.

Since 1976 the unit is part of the department of education.

Main tasks are:

- Staff development in higher education.
- Consultation in questions of higher education (for individuals, university boards, departments).
- Analysis of classroom teaching.
- Development of curricula.

Actual projects are in the field of orientation phases, further education and staff development (national and international).

There is a head of the unit and three more staff members.

4.6.2 Presentation about "The Berlin model staff development in higher education in comparison to other approaches within the Federal Republic of Germany and Europe"

B. Berendt, director of the unit, gave informations about the significance of staff development within West Germany. [2] Afterwards she presented the "Berlin model", the result of a pilot scheme performed by the four staff members of the unit (B. Berendt (chairman), H.-O. Gralki, W. Hecht, H.-W. Hoefert) during 1975-1979. The aims were to develop, test in practice and evaluate different modules and activities for staff development in higher education, in order to formulate a syllabus and curriculum on the basis of the results.

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[1] University of Berlin, Unit for Staff Development and Consultation in Higher Education

[2] details: 3.3.2.2

The project was the first of that kind within West Germany. [1]

The main purpose of the pilot scheme was to improve teaching and learning. The following preliminary general aims were formulated:

- A teaching staff member should know, how to plan, organize and evaluate classroom teaching (courses, lectures, laboratories etc.) in his discipline.
- He should have practical skills, how to apply this knowledge in his own teaching practice.
- He should know about the wider context between teaching and learning in higher education (framing conditions). [2]
- He should be able to develop in his students problem-orientated learning, independent scientifical thinking and to motivate them for independent studies.

The curriculum was developed in a step-by-step strategy on the basis of an analysis of needs of university teachers, especially of participants of courses. In addition needs of students and of the university as well as actual research results were integrated.
The result was a curriculum, consisting of different activities:

- Introductory courses "Planning, performing and evaluating of teaching".
- Workshops (topics e.g.: "Cooperation", "Communication", "Learning situations", "Communication", "Examination", "Consultation").
- Subject-orientated courses and workshops (in contrast to the already mentioned modules, they do not constitute an interdisciplinary "off-the-peg" offer but are "taylor-made" for staff members of one institute and discipline). [3]
- Self-study materials (published in a reader in German language).
- Consultation.
- Follow-up activities (e.g. evaluation of participants' teaching in different forms, reading materials).
- Cooperative projects.

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1) other projects, which developed a curriculum:
Göttingen 1977-1981 see 4.4. and Bochum 1978-1981

2) see page 12, especially footnote 1

3) a specific model was developed, in order to integrate participants' actual practice in different forms (e.g. by videotapes.) and to solve their actual problems and test the solutions in practice again.

Characteristic feature of the curriculum is that it is has no preordained syllabus and length but is "open": it is constructed in the form of "building blocks", an individual teacher can make a choice following his personal needs (so-called personal curriculum). The pilote scheme was very successful:

- 140-150 teachers per term participated in courses and workshops.
- There was an increasing number of demands for consultations by individuals, university boards, the president, project groups.

A critical analysis of the success however made clear:
If long-term effects of improving teaching and learning are intended, especially two aspects are of importance:

- to work on the basis of a disciplinary instead of an interdisciplinary approach (questions of content have to be integrated),
- to work with members of all groups within a discipline (improving teaching and learning as a rule requires more than a change of individual teaching behaviour e.g. a change of framing conditions as curricula or a change of learning behaviour).

As a consequence, the unit now focusses on discipline-orientated courses/workshops and common projects with teaching staff members (as mentioned in the field of orientation phases and further education).
A comparison with other approaches [1] to staff development made clear, that there exist different meanings of improving teaching and learning.

In the concluding discussions the African participants were interested in the following questions (examples):

- What kind of colleagues participate?
  (Answer: mostly young, "progressive" ones)
- How is the explosion of knowledge handled?

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[1] details: 3.3.2.2.2 and Annex 3.3.2.2.2

(Answer: by providing participants with theories, aids and arguments for the decision about priorities.) [1]

4.6.3 Presentation: "Staff mobility by a common module" - a European project

J. Conrad and P. Veltman presented a project of different European universities: Copenhagen (J. Conrad), London (D. Warren Piper), Utrecht (P. Veltman), Aachen (D. Brandt) and FU Berlin (B. Berendt): "Mobility" - in the sense of freedom of movement for university teachers and students - follows different declarations and conventions of the EEC and the Unesco. Arguments are:

- International cooperation and understanding.
- Improvement of the quality of higher education.
- Free flow of ideas.
- Effective utilization of human resources.

Main aim of the project is to formulate a common module for staff development. The focus is on "the rôle of innovation". The questions are e.g.

- "Why are these methods used in that system?"
- "How are informations handled?"
- "How can staff-members reflect on their own system?"

An individual university-teacher[2] should have the appropriate information beforehand, in order to make staff mobility more effective. Unfortunately mobility is often blocked by economic and political constraints. Moreover "mobile" students and staff-members are often distrusted . However it is of importance as an

> "indispensable tool, that an education of a national system needs for reviewing, renewing and enhancing its activity".

If methods and activities used are investigated, this must be done by clarifying their relation to the system. For instance critical barriers have to be identified in order to get a clear understanding of how the system works.

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1) see 3.2.2

2) visiting a foreign university

If a comparison of innovations and the strategies of implementation is made, there must be an analysis of the structures and about how the elements in a system can be approached. In this context it is also necessary to define the rôle of tradition.

The last part of the presentation focussed on the activities of the EEC-project group:

a) Analysis of innovative processes within workshops for staff members in the different involved countries (either case-studies are used or the method of a structured discussion about the influencing factors).

b) Jack-daw packages:
A central text about the different European university systems was already finished. This systematical survey is enriched by a collection of informations about the processes within the system (e.g. How does the system work? What strategies are used for improving teaching and learning under the specific framing conditions of a system?)

During the concluding discussion the question of integration versus non-integration of foreign faculty members was brought up. P. Veltman was of opinion that individual identity should not be lost in a cultural integration:"If you do not maintain individuality , then your differences, for which you were sought, would be lost".

Another point of discussion was, how one could be sure that an innovation is positive. Most participants were of opinion that although there cannot be a guarantee, innovations should be tried out: "There is always a chance for improving teaching and learning - the alternative would be a stagnation."

5. CONCEPTS AND PRACTICAL EXAMPLES FOR IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION IN DEVELOPING COUNTRIES

- The Berlin Conference -

5.1 Realization of the "open" concept in practice

As mentioned the planning committee had formulated as main objectives for the Berlin conference

- to determine and discuss aspects of improving teaching and learning of high relevance for developing countries,
- to develop strategies for improving teaching and learning within developing countries.

In order to realize the participant-orientated "open" concept 1) three organs of the conference were introduced:

- The steering committee 2) - consisting of the planning committee and the African study tour committee.
- The plenary 3) - consisting of all participants of the Berlin conference.
- The working groups - consisting of participants, who were interested in the same topic.

The main task of the steering committee was to take over the chairmanship for the plenary sessions and to propose the agenda for a plenary session on the basis of the actual discussion. The members met once a day in order to discuss the "here and now" situation and to prepare the agenda. As a rule every member of the steering committee had to be chairman in the committee and in the plenary session of the same day once. Main tasks of the plenary sessions were to find topics for independent group work, to discuss the results and to decide about the processing. The chairman had the responsibility of moderating the discussions;

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1) 1.4.2

2) members: J. Heising (DSE), A. Fajana, F. Okatcha, S. Tucker (Africa), B. Berendt, F.H. Riebel, U.P. Ritter (Germany)

3) Annex 1.1.3

participants took over the duty to write reports about the sessions.

The group work was structured by a time-limit (as a rule 1 1/2 hours), determined by the plenary and by the task to give a report about the group results in the plenary session. Generally the specific task was formulated by the steering committee on the basis of the results within the plenary session. A supporting guide-line for group work had been formulated.[1] The groups themselves could decide whether they wanted to have a chairman.

During the performance of the programme[2] there was a permanent change of plenary sessions and group meetings. In both of them the so-called "Metaplan Method" was useful in order to allow participants to take an active part in the finding of topics and solving of problems: individual contributions were written down on different shaped papers in big letters and attached to a pin board. After a first period of "brain-storming" the contributions could be structured on the pin board, in order to determine priorities. Afterwards clusters for the continuitation of the discussion could be formulated.

Hereby it was not only possible to motivate and activate participants but also to visualize the processing. Thus oral as well as written group reports were supported.

Last not least it should be mentioned, that the DSE had organized a very helpful activity:

Generally the written reports about group meetings and plenary sessions were typewritten and copied during the same day, so necessary corrections of misunderstandings were possible.

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1) Annex 5.1
2) Annex 4.1

5.2 Survey about the main topics

The finding of topics, following the preliminary list[1], prepared in Witzenhausen, was the task for the first group work

Please

(1) inform the new members of your group about your previous work by introducing them to your chart 'Preliminary List'

(2) revise the 'Preliminary List' focussing on

  (2.1) the additional informations and experiences of the study tour and

  (2.2) the interests/expectations of the new group members

(3) prepare a chart 'Potential Topics' to be presented at the plenary session and nominate a member of the group to be rapporteur.

The results of group work[2] were discussed in the last plenary session of the second day.
The participants gave priorities to:

TOPICS I

1. Traditions of learning/teaching problems of learning.
2. Innovating strategies in teaching and learning.
3. Didactic and pedagogic preparation of teachers in universities/improving teaching.
4. Research and teaching.

The discussions about the group reports I 1-4 during the plenary session of the fourth day were decisive for the finding of

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1) Annex 4.3.3
2) Annex 5.2

TOPICS II

1. Meaningfulness of learning
   (as a continuation of topic I, 1)
2. Participatory learning
3. Dissemination and cooperation.

The contribution of D. Dankwortt within a plenary session about

"The German cooperation with developing countries in the field of education"

and a meeting of African participants about

Perspectives and plans of action

had led to the task of identifying follow-up activities :

TOPICS III

1. Workshop 1982
2. Cooperation on distance education, newsletter, journal, distance study- and training materials

as well as to

3. Evaluation model of the conference.

5.3 Outcome of discussions

As for the different discussed topics, there were a lot of overlapping points. In order to avoid repetitions I will try to present the issues under slightly different headings and I shall not follow the chronological order[1] of the conference. As far as perspectives for further work (follow-up activities) and questions of evaluation are concerned they will be dealt with in other sections of the report.[2]

5.3.1 General aspects of improving teaching and learning

There was the following agreement:

- The interdependency of aims, content, methods, media and the framing and personal conditions must be considered.[3]
- Innovations are possible on the different levels of teaching and learning.[4]

5.3.1.1 The rôle of tradition

In the context of improving teaching and learning the consideration of the presence (e.g. needs of society, present problems of the community, framing conditions) and the future (progress, anticipation of needs and problems) is necessary. It is however often neglected, that the past (e.g. traditional ideas, methods, skills) is of the same importance.

Especially for African (and other previously colonized) countries the stressing of the traditions is of importance, because the colonial powers often had imposed their methods and thereby eliminated

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[1] for the chronological order see conference reports - available in the DSE-office,
because of technical reasons the Annex will only contain a few excerpts.

[2] see 6 and 7

[3] see page 12

[4] see page 23, footnote 1

and surplanted the traditional norms and practices.
Recent research indicates that many of them are still relevant to today's educational problems, therefore further research should be made in the field of "Traditional African methods, attitudes and expectations".

Traditional practices in the African culture are especially to give messages through folk-songs, funerals, proverbs, intitiation-ceremonies proverbs and "full wisdom" of an old person. "Learning by doing or by experience" is consequently a traditional form, which is however often neglected nowadays.
It is interesting to see that also in European countries there is a tendency to suppress traditional forms of learning. Mostly learning concepts are used, which base on a verbal communication on an abstract level. This is thought to be the adequate form of "scientific" teaching and learning.
Especially in Germany there is a trend among students for a new "wholistic" form of learning: an "every day language" is used, all abilities (also emotions, non-verbal body language) are integrated.

5.3.1.2 "Meaningful learning" - a keyword for improving teaching and learning

One main problem for university teachers is today how to motivate[1] students. Especially if students have to learn by heart, in the sense, that the teacher's informations or informations by books have to be repeated. One effect is that "facts" are not learned at all or - if they are learned - they are soon again forgotten.

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1) see 3.2.2, 3.2.3

Another effect is, that students are not able to use their knowledge in new contexts or situations.

Discussions with students revealed as an important reason for their lacking motivation , that they miss a "meaningful" learning.
What is "meaningful learning"?

If we go back to the common traditions of learning we find out, that the roots for learning processes were always "survival".

Motivation is promoted if learning is instrumental for a survival in the sense of changing the environment. An increase in productivity leads to an improved quality of life, whereas an increase in destructivity leads to a decreasing quality of life.
Consequences:

Individual learning of science is meaningful, if it is linked to collective and individual "progress".

Individual learning of science is not meaningful, if it is not linked to reduce destructivity 1).

The problem in a "modern" system is,that learning of science is often confronted to the fact, that an "increasing productivity" can be an increasing destructivity at the same time!

If we are discussing, how to improve teaching and learning, three main questions are to be answered:

a.) How to make science more meaningful?
b.) How to make learning of science meaningful?
c.) How to make meaningful learning more effective?

ad a) and b)

Science and learning of science can be made more meaningful if

- non-school learning periods are inserted in order to learn about practical problems (e.g. within the administration

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1) Annex 5.3.1.2 a

of a community, within industry),
- consciousness about practical needs is raised (e.g. needs of a community or of a profession)
- new meaning is attached to existing knowledge (e.g. examples for the application of science are given),
- examens and syllabus are changed (e.g. practice-orientation instead of following the "structure of the discipline")

ad c)

Meaningful learning can be made more effective by activities on different levels (examples):[1]
- On the level of a course so-called "advance organizers" can be given e.g. in the form of learning aids, which follow the real interests, needs and knowledge of students.
- On the level of a curriculum an "orientation phase" or a course for "study skills" can be introduced.
- On the level of the framing conditions complementary activities can be offered as project studies for postgraduates or in the form of textbooks for independent studies.

There was an agreement that "active learning" has to be one focus, if meaningful learning shall be more effective. In practice this means a change of structures and framing conditions: big classes and existing hierarchies between university teachers and students would have to be abolished.

The African colleagues drew attention to a lot of hindering conditions, as
- lack of textbooks , equipment and materials,
- unability of students,
- time-constraints,
- obligatory syllabus and requirements of examinations.

The European colleagues pointed out, that this kind of argumentation seems to lead to a self-fulfilling prophecy, built into the system : taking students as unable leads to keeping them unable. Again they stressed, that changes of individual teachers alone have no long-term effects, if the framing conditions stay untouched.

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[1] details: Annex 5.3.1.2 b

There was an agreement,that the mentioned improvement require a lot of intermediate steps. Priorities have to follow the specific feasibility within a university and country.

5.3.1.3 Research and teaching

The topic can be considered from the following aspects:

a) Research in a teaching/learning process (Research as a method of teaching e.g. in investigation projects).

b) Research on teaching and learning (As in the most research projects carried out by staff and post-graduate students.).

c) Research in order to procure teaching/learning materials (Knowledge is used as to improve teaching/learning.).

d) Teaching as a competitive activity to research (This would have implications for staff promotion.).

e) Spillover effects of research into teaching (Good research has positive effects on teaching.).

A discussion about these aspects can be influenced by different interests (examples)[1]:

- Institutional-political questions (of academic management).
- Pragamatic-operational interests in the results of research as means to improving teaching and service.
- Own research and what its meaning could be.
- Search for a theoretical framework, most of all, if one is training university teachers.

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[1] for further details the working-paper 17 by D. Goldschmidt has to be recommended: D. Goldschmidt discusses relationships between research in developing countries (e.g. Tanzania), especially the mentioned aspects b) and c). Practical examples how research is used to improve teaching are given in the working-papers (WP) 5 and 22 by Lwoga. The appendix of WP 22 contains details of how research and teaching are used for staff promotion.

Participants gave examples for a connection of research and teaching within their own universities:

- "Relevance of a primary school curriculum for the world of work" (Kenya).
- "The use of investigation projects in seminars and tutorials" (Nairobi).
- "Investigations on extension work in countries abroad" Kassel/Witzenhausen).
- Research in the area of distance learning (e.g. Hagen: "The students' general life and study", "The systems of distance education - a comparative project")

Recommended strategies for the closer connection of research and teaching are e.g.

- Research funds should be made available to help staff in African universities.

5.3.2 Concepts and practical approaches to improving learning on different levels

One point of discussions concerned methods, especially forms of "active learning" in the context of the mentioned "meaningful learning". A typical approach of that kind is the "concept of participatory and anticipatory learning", which was already introduced by U.P. Ritter during the study-tour in Frankfurt. Several other concepts and practical approaches, which participants had tested in practise, were also reported.

5.3.2.1 The concept of participatory and anticipatory learning

This approach is not only successfully used within European countries. S. Tucker gave an illustrative example 1), how in African countries the method can help to activate people to solve their own present problems and to foresee future problems and possible solutions.

The mentioned example hints at the characteristic feature of this concept:
Within a teaching/learning situation problems are formulated by teachers and/or learners. The learners have an active part (e.g. by independent group-work) in developing adequate solutions. This "participatory" aspect can be enriched by applying present knowledge and own experiences on events, which might happen in the

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1) "The idea (e.g. a road construction or bridge-making) may start from one person in the village and if it is really a felt need the chief, as leader in the village, sends his "town crier" to inform the people about it and to decide on date and time during which the job can be done. The participatory learning is effected by a majority of the male members of the village as they make themselves available to decide whether or not to accomplish the goal."

future (= "anticipatory aspect").

The method can be used in practice in different contexts as lectures (introduction), seminars, tutorials, in order to create group involvement and to "give and take" in a cooperative spirit.

Possible outcomes are

- to increase motivation,
- to learn about group dynamics,
- to enrich a teacher's job,
- awareness of new problems is created by present solutions.

However the method requires on the side of the teacher

- a humanity - based approach to teaching,
- an internalized knowledge of learning theory,
- an understanding and responding to students' needs.

The teacher must also accept a broader rôle: He is not only a source of information/inspiration, but an "animateur" of the group. He must see himself as a model for the social learning of students.

The best way how a university teacher can learn to apply this method is "learning by doing". Here too a "Unit for Higher Education" would be helpful, in order to provide demonstrations and trainings, which should be discipline-orientated.1)

5.3.2.2 Other concepts and practical approaches

Examples for other concepts which could especially be used in developing countries are

a) The development of "African" instructional materials.
b) The using of distance learning methods.
c) The using of curriculum methods and materials based on learning theory.
d) The consideration of "spatial"and socio-psychological geography .

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1) details: Annex 5.3.1.2 b

e) The concept of an innovative and cooperative teacher education.

ad a) The development of "African" instructional materials

There are negative effects within most of the African universities, because they use material from overseas:

- The costs are too high for many consumers, so there is a limited extent of distribution of the items.
- The contents and design are often not immediately relevant to the objectives of the university and the nation.

There should be a closer cooperation in that field among African universities as well as with agencies as DSE in the future. Practical examples for needed materials are:

- Materials on problems of teaching and learning and projects or programmes for improving it.
- Students' aids.
- Production of mini-text-books.
- Exploring possibilities of distance learning.[1]

ad b) The using of distance learning methods

Recent experiences have indicated this method to be especially useful for developing countries, because individual studies are possible at the students' own place and within their own time. Learning is facilitated by written learning materials and self-evaluation.[1]

ad c) The using of curriculum methods and materials based on learning theory

"In the African context blocks to learning are related to self - concept and self-esteem. Fear of embarrassment, of making a mistake and - most of all - fear of failure, will inhibit interaction of participants in formal or even informal learning groups, where the university lecturer is present. The personality of the lecturer and his knowledge of learning theory are important factors in his use of methods and materials of instruction."

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[1] details: Annex 5.3.2.1

ad d) The consideration of "spatial" and socio-psychological geography

The concept refers to the observable geography of teachers and learners, e.g. the location (class-room) lab etc., and their distribution.

It also refers to the factors affecting the learning situation and process . The "geography" can produce either openness and acceptance (e.g. by a free communication in a circle) or anxiety, fear and repression (e.g. by a hierarchical communication with the teacher in front of the students). 2)

ad e) The concept of an innovative and cooperative teacher education

In Africa (Najala University College) a training programme was developed for agricultural teachers, that might give an example for other colleagues:

The systematically recruited students get an education including general education, technical agriculture, professional education/agricultural teaching methodology and practice (with supervision) in selected secondary schools. A graduation and certification is the result. 1)

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1) details: Annex 5.3.2.1

Follow-up activities and evaluation of the teachers are partly within the responsability of the department.

Last but not least it should be mentioned that another group [1] stressed that for African universities the lecture method should be used as a basis for university teaching, but "strategies should be developed to enrich it".

5.3.3 Concepts and practical approaches to improving teaching

5.3.3.1 Necessity of "Staff Development Programmes"

There was a consensus that within European as well as in African universities as a rule teaching qualifications of staff members have to be improved. Especially under the difficult conditions of courses with 100 and more students, heterogenic participants and decreasing motivation, the individual teacher is not able to solve the increasing learning problems by himself. The need to offer formal trainings especially in didactic and pedagocical skills is obvious as well as a comprehensive staff development. Following the experiences, activities of that kind can be best done by units designated for this specific purpose.

5.3.3.2 Units for Staff Development

In order to be effective and to respond to the specific needs of an institution of higher education and the individual teaching staff members, the units must have - as already mentioned - a staff of their own, and an own budget. They must have a commitment to staff development for an indefinite period.
Propositions were made, how a unit within developing countries might be staffed:

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[1] I,3

- By transfering interested staff from the existing university departments/faculties.
- By appointment of full-time staff which can be reinforced by interested members of the academic staff.

The appointed "staff developer" has to be trained and must be competent not only in his own discipline but also in the improvement of "university-teaching". Care should be taken in the selection of such staff and carefully planned training should be undertaken by the selected graduates.

5.3.3.3 Main staff development activities

As teaching cannot be separated from research 1) both fields have to be included in staff development programmes. Research skills as well as methods how to teach these skills to students have to be part of a programme, otherwise students are not trained for autonomy within their learning.

Following the own experiences - especially made during the study tour - courses and workshops should be the main activities beside consultation, research and projects. To focus on methods and the levels of interaction between university teachers and students and sessions within a course could be useful for a "new" unit. 2)

During a course or workshop it is necessary to connect the dimensions of

knowledge,
abilities,
attitudes.

In the actual teaching/learning situation the teaching behaviour does not change if e.g. the teacher has only the knowledge how to improve e.g. a discussion by activating students. Very often his attitudes have to be changed too:

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1) see group "Research and teaching"

2) the necessity of including other interdependent elements and the different levels of teaching and learning was stressed several times (e.g. 3.3.2.2 and 1.4.2).

The teacher has for instance to learn to give up his prejudice "all students are stupid" and to accept students as partners. In any case the teaching staff member must have the possibility (within a staff development course) to practice a learned method (e.g. by rôle plays or by the simulation of a teaching/learning situation).[1]
As the group about "Participatory and anticipatory learning" worked out, this method requires especially a specific knowledge about "groups dynamics" and "learning theory"; main abilities are to identify problems and to fascilitate discussions.
An attitude is necessary, which includes a high concern for implications of work within universities.

5.3.3.4 Motivation for teaching as an important aspect

In order to improve the quality of teaching in higher education a variety of incentives could be offered to university teachers.
Examples:

- "Teacher of the year" awards.
- Annual review of staff performance.
- Grants for teaching staff, who may wish to improve.

It was emphasized, that especially two strategies could motivate staff members to improve their teaching qualifications by attending staff development courses and workshops:

- Assessment of teaching.
- Promotion.

In spite of the fact, that objectivity in the assessment of a staff member 's teaching effectiveness is difficult to obtain, different forms of evaluation might be able to give a critical feed back: e.g. examiners' reports, students' work, course outlines or evaluation by students. By this means a staff member can find out, were he has to improve.

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[1] In Europe excellent experiences were made by using a video equipment for the feed-back

A greater effect however would be reached if in the future not only research will be the important criterium for promotion but also teaching and service for the university. Research and teaching should receive comparable weighting.

5.3.4 Dissemination of concepts and practical approaches

Dissemination does not only include the exchange of knowledge about basic concepts and practical approaches on the background of educational positions, but also the implementation into the institutions of higher education.
It is however nearly impossible for an individual to overcome all the difficulties and already mentioned hindering conditions.(1) Therefore the cooperation with other institutions as well as with colleagues from other universities is a necessity (Details: 5.3.5).

Propositions about

a) What should be disseminated?
b) Who should be the target group for dissemination?
c) How should be disseminated?

could help.
The overview worked out by group II,4 seems to me of such importance, that I quote from the report:(2)

" ad a) What should be disseminated?

- Research findings on teaching and learning in higher education.
- Case-studies.
- Ongoing projects and instructional materials on staff training.
- Courses and curricula on training.
- Resource persons (through a catalogue).
- Networks of interested people.
- Training centres.
- Literature.

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1) e.g. limited funds, no rooms, curricula

2) report J. Conrad about group II,4

ad b) To whom should it be disseminated?

- University administrators.
- Teachers in higher education in general.
- Teachers in higher education with particular interest in teaching and learning.
- Research centres.
- Government ministries (education and specific subjects such as agriculture, health, etc.)
- Learning societies
- Regional organizations.
- Students.

ad c) How should it be disseminated?

- Journals, newsletters.
- Conferences, workshops, seminars.
- Visits, study tours.
- Sabbatical leave and staff exchange.
- Courses on teaching and learning.
- Consultancies.
- Through good examples.
- Through student assessment of courses and teachers."

5.3.5 Cooperation

The topic was discussed under two aspects

a) Cooperation between African colleagues in the field of higher education.

b) Cooperation between Germany and developing countries in the field of education.

ad a) Cooperation between African colleagues

The establishment of an "African Association for Higher Education", similar to institutions within Europe (EARDHE), Germany (AHD) and Great Britain(SRHE)1) seems to be of specific importance.

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1) see Introduction.

This association should serve all universities and similar institutions, which are interested in the improvement of teaching and learning. Academic staff of all disciplines should be included; there should be connections with subject-orientated organizations. A membership should be possible for individuals (African, non-African colleagues) and for institutions.

The following steps were proposed:

- The establishment of national groups who act as subgroups or chapters.
- Follow-up activities (a workshop within Africa, a newsletter) 1)

ad b) The German cooperation with developing countries in the field of education

D. Dankwortt gave a survey about the possible German partners[2].

He recommended the German embassy as "main channel" for details concerning applications.

During the discussion different anxieties became obvious.

Questions for instance were:

- "Do the 60 donation-agencies maintain or improve the infrastructure?"
- "Is the DSE able to influence political decisions?"

The Africans expressed their opinion that there must be a better information about their countries and the basic needs (e.g. about analphabetism). The German embassies often distribute materials about the touristic attraction of Africa only. Perhaps that could be changed.

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1) for details see 6

2) for details see D. Dankwortt: Cooperation with developing countries, DSE-Information, Bonn 1978 Dok 356a/78 8 th edition and Annex 5.3.5

D. Dankwortt gave a survey about the different activities of the DSE in the field of Higher Education and asked the African colleagues to vote for priorities (6 out of 10 possibilities). The result was:

1.	Short National Training Workshops	24
2.	Regional Planning and Evaluation Conferences	22
3.	Short Regional Training Workshops	18
4.	Int. Planning and Evaluation Conferences / Study tours	16
5a.	Grants for long-term University Courses (1-2 years)	15
5b.	Equipment for Centres	15
5c.	Library and Decument Development	15
6.	Periodical and Newsletters Development	10
7.	Expert missions (advisory)	5
8.	Other Distance Study	4

R. Lischka gave a brief presentation, outlining the objectives, functions and fundings of the GTZ and the main projects. Fourty of them are located in Africa.

6. FOLLOW-UP ACTIVITIES

Based on the results mentioned in 5.3.5 short-term strategies for follow-up activities were developed during a meeting among African colleagues.

6.1 Workshop 1982 / Nairobi conference

- Survey -

Aims:
- How to get universities involved in improving teaching and learning (Focus on improving learning).
- To form "nuclei" within different African universities as multiplicators, their main task should be to organize workshops in the own universities.

Topics:
- Learning problems in higher education.
- Learning situations covering motivation within teaching and learning processes.
- Setting up of strategies for improving teaching and learning.
- Strategies to evaluate teaching and learning.

Target group: (participants)
- University teachers (junior/senior).
- Deans and directors.
- Faculties; Department of Education preferably.

Steering committee:
- Dr. M.K. Maleche, Nairobi, Kenya[1],
  Prof. Dr. F. Okatcha, Nairobi, Kenya,
  Dr. E.M. Standa, Nairobi, Kenya.

Date: - (preliminary) August / September 1982

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[1] for suggestions see 7.2.1

Organization before the workshop:

- Publications about the results of the DSE conference.
- Publications of keynote (working-papers).
- Preparation of participants by distance learning materials.

After the workshop a "machinery" for an effective dissemination, monitoring and exchange of experiences should be established.

6.2 Cooperation on African newsletter

The African newsletter will be published as "Higher Education in Africa - a newsletter for the improvement of research management, teaching and learning".

The newsletter shall have the following sections:

New items, reprints, originals, correspondence about specific supplementations.

The colleagues from Nairobi intend to start immediately with the necessary works (especially the raising of funds).

The DSE will help to provide the distribution and technical assistance.

6.3 Cooperation on distance education

The cooperation in this field shall begin by practising a distance study approach in the context of preparing the Nairobi conference

- The method of "delphi exercise" will be used in order to make a committee meeting at a distance possible: The Nairobi steering committee shall collect suggestions[1] and send them to the DSE and consultants. The propositions will be discussed "by post", in order to find topics.

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[1] all participants of the DSE conference were kindly requested to join in the preparations

- Selected materials as the African newsletter, background and research papers, as well as a reading list shall be sent "by post" to the participants.
- Written training materials for the preparation of the participants will be developed as "local products" and distributed "by post" too. SRHE[1] publications about already successfully used materials will support the necessary works.

After the Nairobi conference there will be an evaluation by participants, in order to identify the use of a distance study-approach for follow-up activities.

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[1] see Introduction

7. EVALUATION OF THE CONFERENCE AS A WHOLE

7.1 The concept

Following the open structure of the Berlin conference, the steering committee proposed that the plenary might have the last decision about the content and method of evaluation.
The proposition of charging a subgroup with this task was discussed. Some colleagues who were interested in that group however argued, that for their concept of a "participatory and anticipatory evaluation" they would need 1 1/2 hours within the plenary session. The plenary rejected the plan because of the time available. Most of the colleagues prefered to continue their topic-centred work instead of a formal evaluation.
The result was the following procedure:

- The "evaluation of the conference" was only one topic among the others for working groups III.
- Group III, 3 gave a report about the concept together with other reports during the last plenary session.
- The plenary accepted to use the proposed items and made some modifications. However the time left (about 10 minutes) was too short for a "correct" evaluation.

7.2 Results

7.2.1 Results of group work

Group III, 3 worked out that different approaches are possible:
e.g. formulating hypothesis deriving from

- formal models,
- objectives,
- experiences of participants.

If the process and product are to be evaluated (not the input and the context), the last approach should be prefered. After having discussed several items of importance for the participants (e.g. "Was the open structure adequate?", "How did the dialogue between Europe and Africa work?", "What results can be used for the own practical work?"), the group developed questions 1) as a basis for a spontaneous authentic evaluation of the conference as a whole. This was meant to be an example for a form of evaluation in the context of participatory learning.

Another form of evaluation followed the idea of an evaluation in the context of anticipatory learning:
The main question was here, how to evaluate the conference with respect to suggestions for a follow-up conference as planned for Nairobi in order to avoid a repition of "negative" experiences during this conference:

- A clear definition of "working-papers" and "background-papers" shall be given.
- The planning committee has to get all papers 4 months before the conference - otherwise participants are not able to read them as a basis for conference discussions.
- The formal invitation is to be connected with having delivered a working-paper at least.
- Brainstorming 2) - in the sense of the method used during the DSE-conference - can be used or not for problems' finding ,

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1) Annex 7.2.1

2) the expression means the "Metaplan Method" (5.1)

clarifying and solving, but not for all them (there are more methods!).

- More time should be planned for an exchange of ideas about the papers.
- "Category papers" for group discussions should be developed (e.g. mutualities-differences).

7.2.2 Results of the plenary session

Using the proposition of group III, 3 and discussing them, the plenary came to the following results:

- The outcome of the conference as a whole (study tour and Berlin conference) was very positive, especially with respect to the follow-up activities for all participants.
- It was a good idea to prepare the conference by working- and background-papers as a good variety and mix and a possibility for a useful introduction. 10 out of 33 participants however regretted that nearly half of the papers did not arrive before the conference at all or only during the last week before the departure, so that all of them could not be read.

  Some participants critized,that no good use was made of the papers during the conference (more discussions would have been useful).
- The effects of the study tour were positive for the African participants, especially the gained experiences were "useful in their own right".
- The Berlin conference had a practical value and was of relevance to the work of all participants. Following the assessment 17 African and 6 European colleagues believed that the open structure especially in the context with the used

> "Metaplan Method"' had helped "to create a positive social climate, supported the interaction between equals and a relaxed atmosphere". 6 African and 4 European colleagues however believed that the mentioned method was negative, because the "theories and concepts were not clarified and information was not brought into specification."

Most participants agreed with the results of group III, 3 giving an assessment in an "anticipatory" way by the mentioned suggestions for the follow-up conference in Nairobi.

8. Final remarks

Representatives of the African, the European and the German panel thanked the steering committee[1] and the DSE, especially the DSE-members J. Heising and G. Kayper-Mensah. They all pointed out that the "open structure" - although unusual for some of them - had been essential for the effectivity of the conference..

In his final remarks Dr. Danckwortt stressed the significance of the follow-up activities. He concluded:

"But I will add, that our critical evaluation discussion has shown, that this all will be a long way through our universities and that

a) as far as Africa is concerned all depends on the team in Nairobi and the chance to get a group of active founders of an African association together and we can and shall not influence this process,

b) as far as the "technical assistance" from the foundation is concerned this is in good hands of Dr. Heising (mailing a newsletter etc.),

c) the cooperation between African and European experts in the field of university didactics must be a constant job of normal international university relations (which has nothing to do with development aid),

d) that we in the foundation should use the things we had learned for the improvement of our own teaching and learning programmes and work out our own strategy of staff training.

This is what I feel responsible for, I hope that my colleague Dr. Heising can give a first progress report in the Nairobi meeting where at least the core of our group will meet again."

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[1] page 55

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Deutsche Stiftung für internationale Entwicklung
German Foundation for International Development
Fondation Allemande pour le Développement International
Fundación Alemana para el Desarrollo Internacional

IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION

LIST OF PARTICIPANTS 1).

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International Conference 5.10. - 10.10.1981

IT 23-22-81
October 1981

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1) The ^{x} marks those persons, who neither participated at the Berlin conference, nor sent in working- or back-ground papers.

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LIST OF WORKING PAPERS

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Huber L.,	Every-day Problems and Social Situation of Teachers in Higher Education	BP III
Huber L.,	Strategies for Research and Development in Higher Education	BP IV
Elton L.R.B./ Manwaring G.,	Towards a Staff Development Programme in South East Asia	BP V
Fiscian C.E.,	Improving Teaching and Learning in Higher Education: The Nigerian Experience	BP VI
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Ritter U.P.,/ Rieck W.	Teaching and Learning Situations in Higher Education - Types and Levels of Experience	BP XII

Appendix I

UNIVERSITY OF DAR ES SALAAM

SENATE RECOMMENDATIONS ON "TOWARDS IMPROVING UNIVERSITY TEACHING"

At its 62nd Meeting held on 14th August, 1977 Senate discussed the recommendations and suggestions made by various Faculty Boards and Institutes on the Paper "Towards Improving University Teaching" by I.N. Kimambo and I.M. Omari.

The said paper identified three main areas for which the University was urged to find ways and means of making it easier for teachers to improve their teaching and professional competence as well as to enable students to improve their capacity to learn. These areas were (a) Mastery of Subject matter, (b) Communication Skills and (c) Clear interpretation of Tanzania's Ideology.

Senate decisions on the paper are as follows:-

1. Teaching Competence should be made a necessary, though not sufficient, requirement for appointment tenure and promotion;

2. The University should, through the Chief Academic Officer, establish an effective system that would coordinate improved teaching and learning. Such a system should, among other things ensure the following :-

   (a) A proper co-ordinating machinery;

   (b) The xestablishment of a centre with facilities for improving teaching and learning. These facilities should include a clinic or laboratory to organise workships, seminars and teach-ins and induction courses;

   (c) Giving of lectures on learning and study skills during Orientation week and other periods;

3. The Institute of Development Studies should organise workshops, seminars, and teach-ins for improvement of the ideological positions and personal understanding of Tanzania's development goals among staff members;

4. In all departments there should be tutorials in addition to seminars that would concentrate on students assignments - covering literacy, research, organization and communication skills;

5. There should be regular evaluation of teaching for staff self improvement and students should participate in the evaluation exercises; and

6. To facilitate teaching improvement from below, departments and faculties should search for suitable ways to facilitate discussion and action on this important University function.

....../2

Additional suggestions for improving teaching and Learning at the University were agreed upon. In summary these are as follows:-

(i) Meritorious junior staff should be duly rewarded and poor teachers should be made to change career;

(ii) Administrative posts for academic staff should under normal circumstances not be held for more than three consecutive years. This will enable heads of departments etc. to catch up with teaching and research;

(iii) A more concerted effort should be ma de to effectively merge theory with practice;

(iv) Students should be encouraged to read more widely beyond lecture notes and handouts; and in this connection :-

   (a) Duplication of handouts should be restricted to discourage over-reliance on "spoon feeding";

   (b) Books should be ordered in time and all rare teaching materials should be kept on 'Special Reserve'. There should be photocopying facilities which students could use and pay for;

   (c) Seminar participation should count towards coursework mark; this will encourage attendance and raise the level of student contribution to seminar discussions;

   (d) Individual teachers should give more consultancy service to students who wish to improve their analytical skills, and should have reliable consultation hours.

(v) The University Administration should improve its efficiency in dealing with staff appointments, communication and provision of essential facilties;

(vi) The criteria for promotion and tenure should be clearly stated and consistently followed and it should take into consideration the quality of both teaching and research.

Appendix II

TOWARDS IMPROVING UNIVERSITY TEACHING

The 62nd Meeting of Senate held on 14th September, 1977 agreed under Minute 772.1.2 that the recommendations made in the paper "Towards Improving University Teaching", in the amended form, be implemented immediately. The following is the suggested implementation strategy;

A: Coordination:

1. Coordination should be carried out at three levels :-

    a) The Head of each Department should coordinate all teaching improvement activities in his Department;

    b) Each Faculty should have a coordinator of teaching improvement programmes for the whole Faculty. The coordinator cuold be the Dean himself, his Associate Dean or another person appointed because of his ability to make a specific contribution in this area.

    c) The Chief Academic Officer should appoint a qualified assistant in his Office to coordinate teaching and learning skills for the whole University.

2. There should be a Coordinating Committee consisting of the Overall-University Coordinator, the Faculty Coordinators and a Coordinator from the Library. This Committee should from time to time review teaching and learning problems an develop ways and means of improving teaching and learning. It should develop a suitable evaluation machinery to be use at various levels, including a questionnaire to be complete by students. If possible this Committee should be treated as a Committee of Senate, in the same way as the Research and Publications Committee or the Library Committee.

B. Teaching Improvement Laboratory:

The Chief Academic Officer shall facilitate creation of a teaching-learning centre or laboratory, appropriately placed. The centre shall be under the overal University Teaching Improvement Coordinator. The centre shall :-

1. Organize teach ins, workshops, seminars and induction courses in collaboration with Faculties and Departments;
2. Act as Audio-Visual centre for teaching improvement aids on request and stock equipment for improving learning and teaching;

.../2

3. Organize lectures on learning and study skills during orientation weeks, and liaise with the Languages and Linguistics Department on the production and implementation of a communcation skills course.

C. Commucation Skills Course :

If possible a communication skills course should :

1. Start as an optional course with credits awarded to those opting for it. Because the numbers may be large, it may be necessary to sort out the applicants and give priority to those who are at "risk" due to inadequate language and communication skills;

2. There should be a possibility of Faculties advising students at "risk" to take the course at no credit in order to help them improve their other courses;

3. The course should be taught in the second term of the academic year in order to give time for sorting out those who need it;

4. The course should emphasize communication skills in different subjects rather than purely linguistic skills

D. IDEOLOGICAL CLARITY:

The Institute of Development Studies shall organize workshops seminars and teach ins for further understanding of Tanzania's Ideology and Principles. This could be done in collaboration wi other competent people inside and outside the University.

E. Additional Points:

1. There is need to appreciate the importance of pooling together teaching and learning improvement aids rather than each Faculty attempting to build up its own equipment;

2. As we start our own programmes we should be flexible and reddy to learn from the experiences of other Universities which have already started teaching improvement programmes.

ad 3.3.2.2.2 Details see: BERENDT, B. Hochschuldidaktische Aus- und Fortbildung für Lehrende im Baukastensystem, AHD, Hochschuldidaktische Materialien, Nr. 78 Hamburg 1980

Bildung !!
RAFT (ENTWURF)

Survey "Curriculum or System of Staff Development in Higher Education"
(Examples presented during the 2nd European Workshop "Staff Development in Higher Education" HAMBURG/GIESSEN 1980)

-generally the original answers to a questionnare were used.

UNIVERSITY	1.ADDRESSEES	2.LEVELS/TOPICS 1)	3.AIMS/OBJECTIVES	5.GENERAL SCHEME	4.ELEMENTS/ 6.CHAR.LEARNING SITUATIONS
A. A/Klagenfurt	- courses for students of pedagogy undergraduate and postgraduate ,	-teaching and learning in universities,			
	- consultations of staff members ,		-improving teaching and evaluating competences, -understanding learning processes ind.capabilities,		-information transfer, -action-oriented projects (courses/praxis) ,
B. E/London	-teachers in institutions of higher education. -staff with special responsibility (advising junior colleagues/organising staff dev.programmes) (either full-time or part-time)	-teaching and learning, -personal development, -theory of personal behaviour, -student recruitment, -analysis of students population, -aspects of students population, -questions on the purposes of education,	-to develop teaching skills in a wide range of areas, -to learn some of the pertinent theory,		-practical work is based on the regular teaching duties of partcipents, -practice in lecturing, running practical classes, holding seminars, setting and marking written work, -theoretical studies,
				1 year, 2 years 2-9 one day a week meeting of all 2 x 1 1/2 practical sessions → 2 x 1 1/2 theory sessions →	-exercises, collaborative course work, -seminar(often run by part), -private study, for full time particip. -additional seminars, -private study or group work on the 4 items (see 1), -visit of teaching departments of part time participants,
				workshops up to 15 days yearly,	-workshops (3 days) e.g. lecture practice, interviewing practice,
					-some self-instructional material, -visits to institutions to see teaching , -projects) see 1. -essays),
C. E/Newcastle	-teaching staff, -research assistants,	-teaching techniques, -research methods, -help for students (eg.reading techniques), -institutional char. and purposes,	professional pedagogical as well as personal and academic -being socialised in institution -survival ped. competence -becoming dissatisfied with the existing state of things	-1 day, 2 days -afternoon seminars,	-counselling relations with a staff developer, -private sessions (eg. self-awareness), -possibility to run sessions,
D. E/Surrey	- teachers in academic departments of universities and other institutions of higher education, - academic staff with special responsibility for assisting junior colleagues, - Staff in units for the improvement of teaching and learning in higher education,	-levels: from initial to the training of trainers, -topics: teaching and learning methods and skills; Curriculum design and development; Management, administration and organisation; Personal aspects of professional development; Student Learning,	- to make staff more aware of their duties, tasks and responsibilities, to improve their teaching skills and to help them in their subsequent endeavours, - plus assisting them with their responsibilities for junior colleagues and widening their knowledge of university paedagogy, - to develop jointly within such units the service and research activities of such units,	- brief induction course (2 - 3 days), Residential course (8 days), -short workshops, -individual advice, -information-by-post and resource centre. - in addition: Postgraduate diploma/ MSc in teaching and learning in higher education (2 years part-time) - in	-the courses are too varied to explain this briefly, but all include workshops, group discussions, practical exercises with constant reference to the course members' experience. Longer courses have written assignments and projects,

7.PARTICIPANTS INFLUENCE	8.SUBJECT-ORIENTED COURSES/WS.	9.EVALUATION	10.INSTITUTIONALIZATION	11.CERTIFICATE	12.REMARKS
yes. in consultation projects and self-action student-learning groups,	yes, esp. medicine, low,	yes - within the contact research project,	part of the discipline "pedagogy", cooperative projects on Faculty-level, standing committee for Univ. Didacties of the Committee of Vice Chancellors,	Students: MA and PhD,	
	yes,	1. level: pure eval., 2. level: tutors, 3. level: external examiners,	as postgraduate specialist diploma,	diploma (no formal examinations), but four items are to be completed: -practical (showing a competence in various modes of teaching, -report: design or evaluation of a course (own discipline), -project: own discipline eg. collab. with part time participant, -essay (4000-8000 words out of the normal work),	since 3 years,
-topics chosen from the partic. own researches, -possibility to run sessions, -workshops/sessions are arranged on request,	yes,		The Polytechnic has a staff Development committee and an Educational Technology Unit (PETRAS),	research degree	since 4 years
	yes, e.g. objective tests, Keller plan, small group teaching, all with reference to particular subjects,	Through feedback sheets, questionnaires, interviews; in some cases with the help of specially appointed evaluators,	the work is based on a unit at the University of Surrey which was first established in 1967. Some of the courses involve collaboration with other institutions (City University, Hatfield Polytechnic, University of Kent),	Diploma, Postgraduate Diploma M.Sc.,	all the work ist linked to research, research students in the Insitute are prepared for M.Phil and Ph.D.,

UNIVERSITY	1.ADRESSEES	2.LEVELS/TOPICS	3.AIMS/OBJECTIVES	5.GENERALSCHEME	4.ELEMENTS/ 6.CHAR.LEARNING SITUATIONS
E. Sc./Glasgow	-teachers of management (university, college, company),	-self-awareness -teacher motivation, -teaching style,	-to convince that teaching is a rewarding experience , -to help part. to their own goals and anxieties in teaching ,	4 days courses for new teaching staff,	-self assessment questionnaires , -group work, -role play, -video ,
F. F/Helsinki	- staff in education and teacher education,	- teaching and 'earning, -interpersonal relationships,	-to make staff actively involved in improving teaching and learning,	1-5 days or 1 a week in a longer period,	the course participants → define objectives and organisation, consultation if needed,
G. G/Berlin FU	- teaching staff,	-teaching and learning, content of teaching and learning,	-to compensate individual teaching deficits , -to motivate for innovations, -to support innovations,	-workshops: 1 1/2 - 2 days, -courses: 2 hours weekly , -combination of courses and workshops 30 hrs. per term,	-workshops, -courses, -subject-oriented courses and workshops, characteristic for the learning situations is a "phase-model" integrating different learning situations (eg. video of participants/ practice/information/ group work to solve a problem/simulations/ assessment/transfer/ testing in practice/ feed back to the course),
H. G/Bochum	-teaching staff,	-training of teaching behaviour, -personal development ; -"body awareness", -innovation , -role of the teacher; -counselling; -classroom -observation, -examination behavior, -grading,	-to change teaching behaviour (forms of teaching), -to motivate for teaching, -to improve cooperation, -to raise the level of awareness for teaching problems , -alternative teaching methods , -awareness of communication and interaction process ,	1/2 years for the whole course. The course consists of elements: -introduction (seminar 3 ,2 days), -group work including the visit of 2 colleagues' courses, -seminar (2 1/2 days to 5 days), -attending 2 (min.) courses with special topics , -supplementary courses (1 day): theory , -supplementary courses (1 day): theory,	theory of learning/ training of behaviour -learning by doing . -small group work , -video simulation, -role playing, -evaluation , -"Planspiel", -classroom-observation , -counselling ,
I. G/Göttingen	- adult educators (including teaching staff),	teaching and learning with different models (above all: participant-centered methods),	-to improve the knowledge about different alternatives of teaching (participant - centered methods), -to create a system of information among participants ,	2-3 days for the introduction ,	-contract learning of different forms (difficult to translate), -introduction . -self-study material . -demonstration (audio-visual with slides), -learning by doing (simulation), -informationsystem of participants (real practice),

7.PARTICIPANTS INFLUENCE	8.SUBJECT-ORIENTED COURSES/WS.	9.EVALUATION	10.INSTITUTIONALIZATION	11.CERTIFICATES	12.REMARKS
-pre-course (what to get what to give), -discussions of objectives during workshop,	yes,	participants,	Organisation team from European countries,		
-various interest groups,		participants,	every faculty has a trainer. Coop. trough the Committee on Staff Development,		this is the first year, in the survey the fac. of education is stressed,
-open curriculum: possibility of choice + individual counselling, subject - oriented courses and workshops on request (participant-oriented in aims, contents, methods),	yes,	different forms e.g.: questionnaire, feed-back, during and after the courses,	Special unit within the dept. of education which finished a pilote study (1975-1979),	certificate of participation on demand,	meanwhile additions: e.g. courses, workshops and counselling for part. in innovative projects,
curriculum with possibility of choice: -workshops are offered corresponding to the part.needs, -flexibility within a workshop, -possibility of individual counselling, -formative evaluation,		participants, responsible: a special team, methods: -questionnaires, -ad-hoc feed-back, -interviews, -observational methods,	"Modellversuch" (pilote-study) in cooperation with 5 universities,	certificate after attending all courses, that is: introduction seminar, 2 classroom observations, peer-group work during a semester, visit. of 2 one-day seminars (supplementary courses) finishing-seminar,	questions of subject are less important, 1978-1982,
-determination of learning interests. -formulating of interests in the contract,	yes, but limited,	project-team participants,	pilote study (in addition to a DFG project "Katalog Didaktischer Modelle" (=documentation of instructional models),	certificate of participation on demand,	

UNIVERSITY	1.ADDRESSEES	2.LEVELS/TOPICS	3.AIMS/OBJECTIVES	5.GENERAL SCHEME	4.ELEMENTS/ 6.CHAR.LEARNING SITUATIONS
J. /Amsterdam	-teaching staff,	-teaching and learning, -analysis of institution,	-analysing institution, -providing suggestion for improvement alternatives,	15 hrs.per course,	-short self-study, -text exercises and meeting, -discussion,
K. N/Oslo	- teaching staff (the question whether there should be a course esp. designed for newly appointed members of teaching staff, will be decided upon this autumn.)	- individual and departmental curriculum planning, - training of teaching behaviour,		3 days residential workshops with afternoon seminars before and after (adding up to about 40 hrs), the parenthesis under 8 will eventually be a 3 days + 1 week course with departmental group sessions in between,	learning by doing/ experiencing in small groups, seminars, also with simulations and video feed-back,
L. S./Bern	- teachers in health-professions (nurses, doctors, social - workers).	-teaching and learning -elements and principles of curriculum development -structure and difficulty of subject matter	-to applicate the principles of curriculum development by the participants.	one week course,	-short presentations, -group-work, -independent work (reading, reflecting, writing a case study).

1) Annotation

teaching and learning includes on a general level topics as :

- preparation, management, evaluation
- teaching methods / teaching styles
- aims / objectives
- media
- counselling skills
- observational methods
- problems in adult learning
- socialisation
- motivation
- communications

Special topics are added.

PARTICIPANTS INFLUENCE	8. SUBJECT-ORIENTED COURSES/WS.	9. EVALUATION	10. INSTITUTIONALI-ZATION	11. CERTIFICATE	12. REMARKS
more meetings according wishes,	yes,	a colleague who is not involved,	one center,		
participants have influence on the general scheme of the courses/workshops, discussion of the objectives during the courses/ parts of the program are decided upon by the participants,	no,	participants,	ad hoc arrangement with a board appointed,	Diploma (no formal examinations),	the ad hoc arrangement was set up in 1973.
choice of objectives and learning situations for homework or seminar,	yes.	students, teachers on the basis of questionnaires, in group sessions.	organized by the institute/based upon a contract between institute/ World Health Organisation.		it was run two times

1) **Annotation**

In order to complete the survey the draft was sent to the following universities:

a) GERMANY - Aachen, Augsburg, Bielefeld, Dortmund, GHS Duisburg, Essen, Frankfurt, Hamburg, Hannover, GHS Kassel, TU München, Tübingen sowie die zuständigen Kontaktstellen der Fachhochschulen Baden-Württembergs, Bayerns und Berlins (im Aufbau). b) OTHER EUROPEAN COUNTRIES: Bergen, Brunel, Copenhagen, East Anglia, Exeter, Gothenburg, Lausanne, Ljubljana, Nottingham, Rotterdam, Salford, Stockholm, Strathclyde

University of Surrey

DIPLOMA IN THE PRACTICE OF HIGHER EDUCATION

Who is the course for?

The Diploma is for teachers in institutions of higher education in developing countries whose students are taking first degrees or equivalent. It is intended for teachers who propose to maintain an emphasis on teaching and learning activities within their own disciplines.

What is the course about?

The course aims to increase members' knowledge, awareness and skills in matters relating to teaching and learning in higher education. It will assist their professional development by building upon and supplementing their experience and, wherever possible, that of their colleagues. It will also serve the purpose of those who wish to take a more substantial part in the general development of teaching and learning within their own institutions and eventually conduct research in that area.

How did it originate?

It was first devised in response to the expressed needs of academic staff in universities in South East Asia. It is based on experience in a number of relevant courses in the United Kingdom; in particular the Postgraduate Diploma in Teaching and Learning in Higher Education offered jointly by City University, Hatfield Polytechnic and Surrey University, and the Postgraduate Diploma in Educational Technology of Dundee College of Education. To this was added the experience of running short courses and workshops at South East Asian Universities, especially Universiti Sains Malaysia, and of a brief distance learning course offered to staff at that university.

How is it taught?

The course uses the distance learning format and as such is the first of its kind anywhere in the world. It is taught through specially prepared materials, with support provided by tutors in study centres in local universities.

The course is constructed in a number of largely independent modules, each of which consists of about six learning units. There is some choice of modules. Assessment is based on course assignments. Members must pass in five modules and an individual project for the award of the Diploma.

What does it contain?

Modules include:

Teaching and Learning Methods

Course Design

Assessment

Students and Teachers

Communication and Media

Individualised Learning

Staff Development

Research in Teaching and Learning

How much time does it take?

It is estimated that a unit constitutes between 5 and 15 hours of work and can be covered in 1-1½ weeks. A module can therefore be covered in two months, which makes it possible to complete the whole course, including the project, in a year. The maximum time allowed for normal completion will be two years.

University of Surrey

Appendix B

STAFF DEVELOPMENT IN HIGHER EDUCATION

Who is the course for?

Participants in this course are expected to include:

(a) Staff in staff development units and units for the improvement of teaching. (Such staff are expected to assist with the improvement of teaching throughout an institution as a whole.)

(b) Staff who have been released for part of their time from departments to work in such units.

(c) Staff in academic departments who are expected to act as agents for improvement and innovation in the teaching of their departments.

(d) Educational administrators with interests in staff development.

What is the course about?

This is a one-term course designed to train staff who are interested in academic staff development in Universities and other institutions of higher education in developing countries. Such staff will also be trained to act as local tutors for the Diploma in the Practice of Higher Education which this University offers through distance learning methods to staff in academic departments in institutions of higher education.

What earlier experience is there of this course?

The course was offered for the first time in January to March 1980. Of those who attended that course, four are now employed in staff development units in two universities.

How will it be taught?

The course will use a variety of face-to-face, individualised and group learning methods and include a number of practical workshops. This will ensure that course members actually experience the teaching and learning methods which they will wish to use when conducting their own staff development programmes.

What does it contain?

The main topics covered in this course are:

Course design and assessment

Individualised learning

Small group teaching

The assessment and evaluation of teaching

Materials and resources for staff development

Running workshops for academic staff

Lecturing and microteaching

What are the course dates?

The course will run form 19 April - 3 July 1982. As numbers are limited, early registration is advisable.

What does the course cost?

The fee for the course is £450. Course members will be accommodated in single rooms in student residences at a rent of £150 for the eleven week course. Participants will be responsible for their own subsistence.

Are there any optional additions to the course?

Special arrangements can be made for course members who wish to spend some time after the end of the course on visits to other institutions.

How do I apply?

For further details, both for this course and for the Diploma in the Practice of Higher Education, and for application forms, please write to:

The Course Administrator (SDHE)
Institute for Educational Technology
University of Surrey
Guildford
Surrey. GU2 5XH. England.

Deutsche
Stiftung
für
internationale
Entwicklung

German
Foundation
for
International
Development

Fondation
Allemande
pour le
Développement
International

Fundación
Alemana
para el
Desarrollo
Internacional

IMPROVING TEACHING AND LEARNING
IN HIGHER EDUCATION

PROGRAMME OF THE STUDY-TOUR TO UNIVERSITY-CENTRES
IN THE FEDERAL REPUBLIC OF GERMANY

and of the

INTERNATIONAL CONFERENCE IN BERLIN (WEST)

28 September - 10 October 1981

IT 23-22-81

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DSE

Programme of the Study-tour

Saturday, 26 September and
Sunday, 27 September - Arrival of participants in Frankfurt

18:00 h - Information meeting
- Introduction to the Study-tour (Dr. J. Heising, DSE)
- Selection of a Steering Committee from African Participants
- Practical aspects and organization (Mrs. Gertrud Kayper-Mensah, DSE)

19:00 h - Introduction to Frankfurt, its university and Hochschuldidaktik-staff (Prof. Dr. U.P. Ritter)

Monday, 28 September

9:00 h - (E 1) Excursion part 1

Johann-Wolfgang-Goethe University in Frankfurt
Seminar für Hochschuldidaktik
"Participating Learning in Higher Education"
(Prof. Dr. U.P. Ritter, Director)

12:00 h - Meeting with the Vice-Presidents Prof. Dr. Ch. Winter and Prof. Dr. Löwenheim

15:00 h - "New Forms of Teaching and Learning in Higher Education: Experiences of the Johann-Wolfgang-Goethe University"

17:00 h - Meeting with professors of the University and free discussions.

...../2

Tuesday, 29 September

8:30 h - Frobenius Institute: Objectives and Activities (Prof. Dr. Haberland)

9:30 h - Catalogue of problems (Prof. Dr. U.P. Ritter
Introductory Course (Dr. M. Seebach);
Simulation Game in Higher Education (Dr. Kühn);
Economic Planning (Dr. M. Kerkloh)

15:00 h - (E 2) Departure to Witzenhausen

"Impressions on Rural Development in Niddatal (e.g. Culture, Socio-economic conditions, Education, Planning) in relation to Higher Education in the Federal Republic of Germany" (Prof. Dr. H.J. Glauner, University of Kassel at Witzenhausen)

20:15 h - Arrival at Witzenhausen

Wednesday, 30 September

9:00 h - (E 2) Gesamthochschule Kassel Fachbereich 21 (Internationale Agrarwirtschaft in Witzenhausen)

"Higher Education and International Development": a model of an intensive training programme for scholars from developing countries with special emphasis on the staff-development approach.
(Prof. Dr. F.H. Riebel, Director)

12:00 h - Reception by the Burgomaster in the Rathaus (town hall) of Witzenhausen.

14:00 - 15:00 h - Meeting of the Steering-Committee

16:00 h - "Product-Orientation in Training for Higher Education". Examples of active working method from the course on "Higher Education and International Development", with special relevance to the participants of the excursio and to the Berlin-Conference
(Prof. Dr. F.H. Riebel, Dr. Ali, Dr. Ekumah, Dr. Bangura)

20:00 h - Meeting the President of the University Prof. Dr. F. Neumann in "Bürgerhaus".

Thursday, 1 October

8:45 h - Departure to Göttingen via Friedland

10:00 h - (E 3) Georg-August-University
Pädagogisches Seminar
"Catalogue of models in the field of Improving University-teaching and -learning"
(Prof. Dr. K.H. Flechsig, Dr. G. Alte, Dr. B. Sandhaas)

15:45 h - Departure by express-train to Hamburg

18:05 h - Arrival in Hamburg

Friday, 2 October

9:30 h - (E 4) University of Hamburg
Interdisziplinäres Zentrum für Hochschuldidaktik
"A short survey of the Centre - its organization, activities and instruments"
(Prof. Dr. L. Huber)

10:30 h - "Reform and Evaluation of a basic course in Psychology: Introduction into the experimental methods and statistics - an example of practice oriented research in the field of Hochschuldidaktik.
Prof. Dr. R. Schulmeister)

14:30 h - "Profession and function of a university-professor in a strongly modified modern university - results of several research-projects and of experiences"
(Prof. Dr. L. Huber and Prof. Dr. Portele)

16:30 h - Crossing the Campus of the University

17:00 h - Meeting with the President of the University, Dr. P. Fischer-Appelt, in the guest-house of the university.

Saturday, 3 October

9:00 h - Visit to the harbour

12:00 h - Meeting of Steering Committee and Rapporteur

16:10 h - Departure by plane to Berlin (West)

16:50 h - Arrival in Berlin (West) and transfer to the DSE-conference-centre "Villa Borsig" on the peninsula Reiherwerder.

20:00 h - Introduction into DSE and to Berlin
Film: "History of Berlin"

Speaker: Dr. D. Danckwortt
Director, Education,Science and Documentation Centre

Sunday, 4 October

11:30 h - Meeting of African participants: Structure and Working-papers

14:00 h - Sight-seeing-tour to historical and cultural places in Berlin (Invitation of the Berlin Senate)

17:30 h - Meeting of Steering Committee and Planning-Committee of the conference

20:00 h - Getting together of all participants

Monday, 5 October

8:30 h - (E 5) Departure of all participants at the conference by bus to Freie Universität Berlin Arbeitsstelle Hochschuldidaktische Fortbildung und Beratung.

9:15 -10:45 h - The "Berlin Model Staff Development in Higher Education" in comparison to other approaches in the Federal Republic of Germany and Europe (Dr. B. Berendt, Director)

11:00 h - Promoting staff mobility by a "common module" for university teachers of different countries- a European project
(Prof. Dr. Joan Conrad, Prof. Dr. P. Veltman)

Programme of the International Conference

16:00 h - **OPENING SESSION**

Problems-orientated plenary session with special reference to the experiences gained during the study-tour and related to the problems and ideas expressed in the working papers

- Background and Genesis of the Conference (Dr. J. Heising)
- General Opening Remarks by DSE (Dr. D. Danckwortt)
- Methodological presentation of the Programme (Dr. J. Heising)

CHAIRMAN: Prof. Dr. S. Tucker

- Presentation of European and African Positions and Activities in the field of "Improving Teaching and Learning in Universities" (including questions and answers)
- Improving Teaching and Learning in Universities through Staff Development (Prof. L.R.B. Elton, University of Surrey/ England)
- Teaching University Teachers to Teach in Canada (Prof. St. F. Foster, University of British Columbia/Canada)
- Structural Conflicts Determining the Teachin Learning Process at the University (Prof. W. Karcher, Technische Universität Berlin)
- Improving Teaching and Learning in Higher Institutions (Prof. A. Fajana, University of Ife/Nigeria)

Tuesday, 6 October **CHAIRMAN:** Prof. Dr. S. Tucker

9:00 - 10:30 h - **PLENARY SESSION**

Presentation (continuation)

- Inputs to Improving Teaching and Learning in Higher Education (Dr. E.M. Standa, University of Nairobi/Keny

- Perspectives on African Education (Prof. B. Perkins, University of Botswana)
- Views of the German Society for Technical Cooperation (GTZ) (Dr. R. Lischka)

CHAIRMAN: Prof. Dr. F.H. Riebel

11:00 - 12:30 h - **PLENARY SESSION**

- Introduction into the method and intention of group-work

WORKING-GROUPS A,B,C

- Presentation of potential topics from the Study-tour to other participants and common elaboration of more topics

15:00 - 16:30 h - **PLENARY SESSION**

- Presentation of results
- Elaboration of priorities
- Decision on topics for group-work

17:00 - 18:30 h - **WORKING GROUPS**

I/1 Traditions of Learning

I/2 Innovating Strategies in Teaching and Learning

I/3 Didactic and Pedagogic Preparation of Teachers in Universities

I/4 Research and Training

Wednesday, 7 October

CHAIRMAN: Prof. Dr. F.H. Riebel

9:00 - 10:30 h - WORKING GROUPS I/1-4 (contin.)

11:00 - 12:00 h - WORKING GROUPS I/1-4 (contin.)

CHAIRMAN: Prof. Dr. B. Berendt

12:00 - 12:30 h - **PLENARY SESSION**

Reports of the 4 groups

afternoon - free

Thursday, 8 October

- CHAIRMAN: Prof. Dr. F. Okatcha

9:00 - 9:30 h - PLENARY SESSION
Elaboration of new important topics

9:30 - 10:30 h - WORKING GROUPS
II/1 Meaningfulness of Learning
II/2 Participatory Learning
II/3 Dissemination and Cooperation

11:00 - 12:30 h - WORKING GROUPS II (contin.)

15:00 - 16:00 h - WORKING GROUPS II (contin.)

16:00 - 17:00 h - PLENARY SESSION
- Reports of groups

17:00 - 18:00 h - "The German Cooperation with Developing Countries in the Field of Education" (Dr. D. Danckwortt)

19:30 - 21:00 h - "Plan-of-Action"
Meeting of African participants

Friday, 9 October

CHAIRMAN: Prof. Dr. A. Fajana

9:00 h - PLENARY SESSION
Identifying topics for Working Groups III
(General Heading: Follow-up activities)

9:30 - 12:00 h - WORKING GROUPS
III/1 Workshop 1982
III/2 Cooperation on Distance Education and African Newsletter
III/3 Evaluation-model for the Conference

12:00 - 12:30 h - PLENARY SESSION
- Reports of groups III/1-3

15:00 - 16:00 h - PLENARY DISCUSSION
- Perspectives and Plans of action
- Evaluation

16:00 - 16:30 h - FINAL SESSION
Final Speeches and Remarks

18:00 h - BUS DEPARTURE
- Dinner in "Opernkeller"

20:00 h - Ballet performance "Coppelia"
(Invitation by the Berlin Senate)

Saturday, 10 October

9:00 - 12:00 h - Bilateral negotiations
Planning-sessions

afternoon - Departure

ad 4.2.3 Report: study tour to Frankfurt (J.K. Ansere) / Excerpt

Some of the problems confronting Higher Education in Africa were:

a) Lack of incentives for good teaching and in consequence the disproportionally high interest academics show in research and publications.

b) Mass university intake and the resulting low staff-student ratio.

c) Heavy administrative chores.

d) Insufficient supply of teaching/learning aids, and the improper use of the aids that are available.

e) Lack of motivation on the part of the students.

f) Inadequate preparation on the part of the entering students.

g) Financial constraints

h) Undue political influence

i) Brain Drain

j) Too much emphasis on Examinations; not much use made of continuous assessment.

k) Lack of congruance between university courses and national needs.

l) Student politics.

The Frankfurt group had many of the above problems, and mentioned these others:

a) Selection of courses by students in relation to their aspirations for future careers rather than in relation to their personal interest.

b) No individualised instruction; everybody is put through the same machine.

c) Too many lecture halls; too few small group rooms.

M. Wesseler: Essential criteria for improving teaching and learning / Excerpt

(extreme positions)

		development	learning
position "A"	GOALS	growth modernization increased productivity	qualification for current employment marke
	METHODS	transfer of - capital - technology - know how development aid	transfer of knowledge instruction training
	OUTCOME	dependence widening gap between rich and poor: for the majority - misery	inactivity alienation submission
position "B"	GOALS	redistribution justice	personal identity "convivial tools"
	METHODS	self-reliance participation exchange	dialogue participation cooperation
	OUTCOME	interdependence poverty	activity personal development

ad 4.3.3

Report: Study tour to Kassel Witzenhausen (H.S. Wali)/Excerpt

Problems of Higher Education

of staff	students	administration	societal and Int.
shortage of staff	too many students		students unrest
lack of incentus and promotion	alienation with Adm.	lack of funds	
lack of equipment			
publish or perish		policies often not clear	need for more cooperation
no pedagogic training for Uni. Teachers		lack of communication with staff - students	brain drain
Rlevance of courses			

Topics selected include

- Need for particpatory learning
- Need for University teachers preparation
- Use of Equipment
- Need for Cooperation between developing countries.

DSE Study Tour

Group B

Provisional List of Topics for Berlin-Conference

(Witzenhausen, Sept. 30, 1981)

1. Development of Programmes for Distance learning
   Possibilities for Technical Cooperation in the field of Distance learning
2. Didactic and Pedagogic Preparation Uni. Teachers
   a) Possibilities of conducting Preparation suchas-seminars in developing countries
      -workshops
      - courses
      -centres etc.
   b) Cooperation with other Agencies(like DSE,BMZ, Gtz)
3. Participatory learning and teaching
4. Optimal use of equipments knowledge availability and main tenance
5. Exchange of informations among developing countries.

Group C

How to stablish an international clearing house on the improvement of university teaching.

Make greater efforts to invite female univ. professors.

Evaluation of programs to improve university teaching.

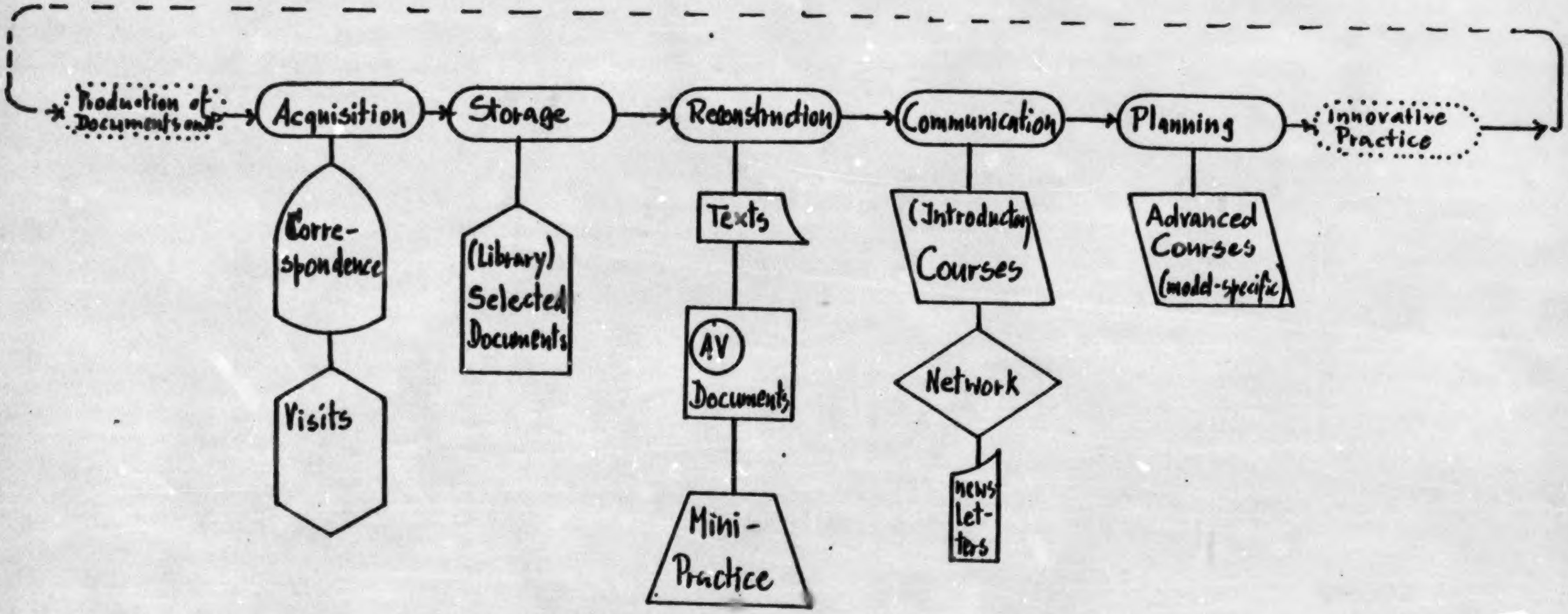
Motivation of students in my field of charact. education cannot be done by outsiders better than the trained national educ.r.s. of my country.

On there no limitations in the attempts at improving teaching + learning? Are solutions practicable everywhere?

Should a programme of this type must be extended?

K.H. Flechsig: THE GCIM - PROCESSES AND PRODUCTS / Excerpt

- An overview -


Production of Documents
Acquisition
Storage
Reconstruction
Communication
Planning
Innovative Practice
Corre-spondence
Visits
(Library) Selected Documents
Texts
AV Documents
Mini-Practice
(Introductory Courses
Network
news-let-ters
Advanced Courses (model-specific)

ad 4.5.3

Report: Study tour to Hamburg (E. Fiscian) / Excerpt

The rest of the morning of the visit was taken up with a presentation by Prof. Rolf Schulmeister of the results of an experiment in the area of reform in content of curriculum, in this case, the curriculum in psychology, specifically instruction in statistics and methods of research, which for some time had been the weakest link in the chain of activities dealing with instruction in psychology. The study had three main phases:

Phase 1

was devoted to curriculum sequence, and comprised four basic course sequences, dealing sequentially with introductory problems of methodology, data collecting methods, descriptive statistics, including factor analysis, and inferential statistics.

Phase 2: Learning Principles

This phase aimed at the integration of course content and theories and methods, particularly the principles of discovery learning (through problem-solving) and concept learning.

Phase 3: Evaluation Objectives

Covered areas were:

a) Previous knowledge of students, e.g. basic knowledge in mathematics

b) Attitudes of students to group work, statistics and professional fields

c) Learning habits and strategies, e.g. time budgets

d) Cooperative learning problems of students

e) Evaluation of types of exercises and reading materials through feedback.

The results of the study were then presented and discussed.

1. Some negative attitudes to statistics were related to:

a) Previous learning - poor grounding in mathematics

b) Number anxiety (phobia)

c) Clinical inclination - that knowledge of statistics not relevant to therapy

d) Humanism and a critical attitude to science generally. People should be treated as human beings and not as numbers.

2. Cognitive problems of learning—in terms of Piagetian psychology—different students at different levels of cognitive development, e.g. at the stage of concrete operations, they cannot visualize problems in the abstract. On the whole the group studied was heterogeneous with 25% at the stage of formal operations and 75% at the stage of concrete operations.

3. A before-and-after study indicated a considerable change in attitude, with 60% favouring the method as opposed to 20% before.

4. Emphasis on group features

Some weaknesses were also considered:

1) Feedback not complete, so not all possible weaknesses identified

2) The level of inferential statistics had to be reduced considerably before much headway could be attained. This has implications for the preoccupation to "complete the syllabus before examinations"

3) There is still the need to achieve greater depth in formulating the theoretical background of the study

The results of the second research on the students could not be presented in the absence of the researcher himself. The rest of the day was therefore taken up with the research on career expectations and value orientations of University teachers, and presented by Prof. Huber who started by providing a rationale for the study.

Research efforts have tended to concentrate on students and problems of teaching and educational technology but little attention paid to university teachers, as compared with primary school teachers. It is important that this gap be bridged for a comprehensive approach to the problem. An examination of the literature with some bearing on the problems, suggested themes for possible inclusion in the research.

Secondary analyses of such sources, employing statistical techniques suggested a number of hypotheses which could allow for inferences beyond the data and the establishment of causal relationships. The basis hypotheses underlying the research was that the attitudinal and value orientations of university teachers would be related to three variables

1. Their social circumstances i.e. the changing role and public conceptions of the university teacher. He is no longer a "rare bird". More professors are being recruited from the lower rungs of the social ladder. Students are no longer recruited from the elite group in society, and in a sense one's status in society is affected by the status of one's clientele.
2. The socialization of university teachers i.e. how they develop; their receptivity or preparedness for change and their "life-span" developmental experiences.
3. Opportunities for cooperation among university teachers, since hope for successful reforms must necessarily be based on cooperation in order to overcome sectionally-based barriers. Moreover cooperation would provide opportunities for feedback among colleagues.

Research evidence was presented in respect of variables 1) and 2):

Variable 1)

As a result of the developments already referred to, University teachers are now more integrated into society. This had two implications:

1. More opportunities for contribution to society

2. Potential threat to traditional conceptions of the University, especially the idea of "distance" between university and government. This has implications for academic freedom.

There is a tendency for academics to react defensively to this, but this defensive reaction is a function of:

a) The extent of participation in decision-making processes of society

b) Place in the power structure.

Hence defensive reactions are more discernible in the more elitist disciplines like medicine and law, with academics in these areas tending to be conservative, would the social sciences tend to be leftist and "progressive".

Variable 2) (Results presented by Prof. Portele)

Concerned with the value and attitudinal orientations of university teachers, the hypothesis being that these tend to structure their conceptualization of problèms and patterns of communication. The themes investigated here being:

a) Ideas on morality, employing Kohlberg's stages of moral development. On the whole Natural Scientists are at a lower level of moral development (level 4) than Social Scientists (level 5)

b) Alienation or "degrees of freedom" i.e. the extent to which there is the feeling that one is "constrained" by the nature of the data dealt with. This feeling is greater among Natural Scientists than Arts/Social Science Teachers.

The significance of the research being that it provides one more empirical evidence that the thinking, perception and judgement, and hence even the choice of metaphors (for example), or of problem-solving techniques show significant interdiscipline differences.

The study has further implications: If done in group discussion with colleagues from various disciplines in an exploratory manner, it

1. provides some insight into how others not in your discipline are likely to conceptualize problems, in terms of categories similar/not similar to your own
2. provides an opportunity for self-evaluation.

The relevance of these to improving teaching and learning is self-evident.

GUIDE-LINES FOR WORKING GROUPS

1) clarify topic chosen

2) clarify interests/relevance to own work

3) introduce/analyse papers and/or experiences relevant to topic

4) identify elements of innovation/solutions to own work

5) identify elements of joint/cooperative action between participants and/or their home institutions

6) present results on charts to plenary

7) make a short written record for the final report and hand it over to B. Berendt

....

Potential list of topics (plenary session 6.10.81)

9 Problems of teaching

How to improve in formal communication and cooperation among university-teachers (in Germany)?

Strategies to improve university teaching.

Discussion about different models to improve university teaching.

Lack of incentives for good teaching and learning in Higher Education.

Insufficient supply of teaching-learning aids and the use of the available ones.

Evaluation of teaching + learning processes outcomes.

How to assess teaching competence/ merits of a teacher to be called from another university.

Reward for good teaching is poor or non-existant.

Improving Learning

19 Tackling problems of learning

Anticipatory and participatory learning - theory - method - outcomes.

A project for anticipatory and participatory learning (planning) especially in Africa.

How to confront teachers + students with societal needs?

Utilice peculiar African traditions in improving LGn and teaching?

How can a "life long" learning attitude be developed?

Learning styles and improving learning.

How to improve feed back for students (other than exam's, tests).

What is the role of motivation in the improvement (and lack of motivation)?

Lecture methods

How do we develop and improve it since it is the more commonly used?

7 Administrative policy on instructional improvement.

Development of models for curriculum improvement.

How to influence un. management to support as well research as learning?

Adequacy of disciplinary organisation.

Consultancy as a task of universities and as a means of rendering university teaching and research more relevant.

Heavy administrative chores.

Role of IUL-units/centres in ensuring relevance of university performance.

Politics

Student's politics.

Undue political influence.

Mass university intake a staff-student ratio.

Financial constraints.

18 Innovation strategy

Is it necessary to consider already possible changes in learning + reaching attitudes after the "pioneer stage"?

Studying resistance to change with a view to change for improvement in I.U.T.

How to implement the changes?

Involve studen reps in discussions of university improvement.

Who should improve learning conditions for students; if not again the teachers?

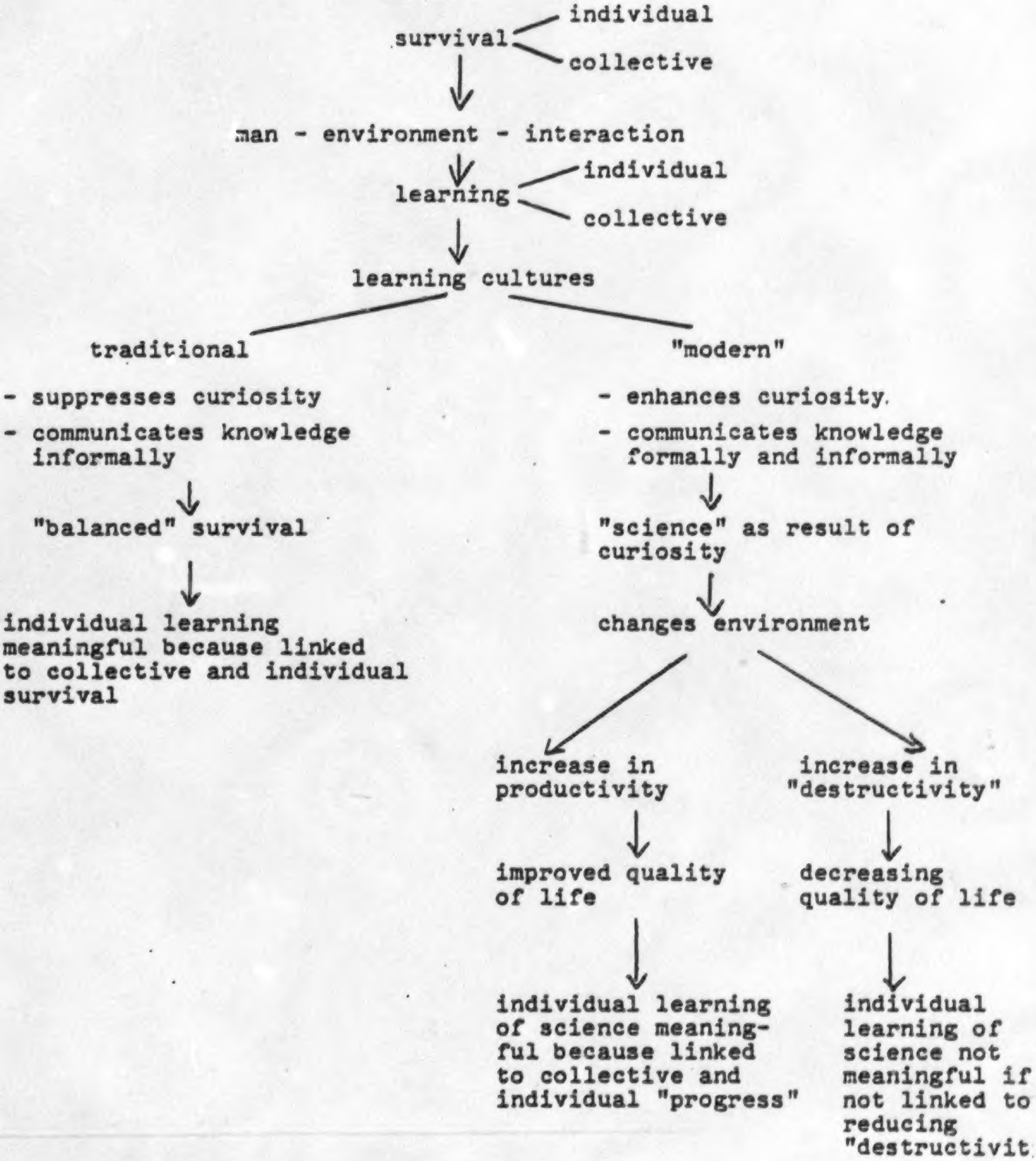
How to motivate professors to improve?

How do we implant ideas in faculties? By seminars, workshops etc.

The role of schools of Education to improve university teaching.

Report: Group I, 3 (K.H. Flechsig)

Working Group I on "Tackling Problems of Learning"


survival
individual
collective
man - environment - interaction
learning
individual
collective
learning cultures
traditional
- suppresses curiosity
- communicates knowledge informally
"balanced" survival
individual learning meaningful because linked to collective and individual survival
"modern"
- enhances curiosity
- communicates knowledge formally and informally
"science" as result of curiosity
changes environment
increase in productivity
improved quality of life
individual learning of science meaningful because linked to collective and individual "progress"
increase in "destructivity"
decreasing quality of life
individual learning of science not meaningful if not linked to reducing "destructivit

ad 5.3.1.2 b

Report: Plenary session about groups II,1 and II,3 (Joan Conrad) / Excerpt

How to make meaningful learning more effective?

I. Introductory activities

a)
- study skills courses (separate
- study skills integrated in courses
- preparatory courses to various subjects
- orientation phases

b)
- awareness, self-experience, consciousness of own cognitive style
- reflecting and verbalizing one's own learning strategy

II. Within-course activities

- give advance organizer at beginning of course
- develop different ways of access to studies (to subject)
- communicate about and parallelize aspects of relevance between teachers and students
- give product-oriented assignments
- organize learning dyads
- create situations/experience for making use of knowledge/competence

III. Complementary and post-course activities

- excursion and practica
- project studies
- improve textbooks for independent use
- individual consultation
- preparing for exams in the role of "subjects"

IV. Action research

- supporting empirical projects upon learning difficulties

3.2 Report on "Participatory Learning"

The group decided upon three projects:

A. List suggestion of ways that participatory and anticipatory learning can enhance teacher training

B. List of suggestions regarding the role of the lecturer in removing blocks to participatory and anticipatory learning

C. Evaluation project using the idea of participatory/anticipatory learning (from now P.+A.)

There was no time for C.

Concerning A.

1) Prerequisites

The teachers should be able to

- identify problems definitions
- be more concerned over implications for work, universities, etc.
- "see" a method work before they are willing to try it
- experience a method before they can use it effectively.

2) Practice

- Use P+A in seminars and tutorials
- Use P+A activities to introduce a lecture
- Create group involvement
- Solution of relevant problems
- Provide opportunity for the application of imagination and creativity for teaching methodology
- "Give and take" in a cooperative spirit.

3) Outcome

- Motivation increases
- More plexibility creativity
- Facilitate communication
- Understanding and responds to student

- Learn about group dynamics
- Enrich vision of teacher's job
- Sensitivity to environmental problems
- Awareness of new problems created by present solution

Concerning B.

1) Facilitating participatory and anticipatory learning

A. Need for establishing a Higher Education Unit to provide training/demonstration which is discipline-oriented

B. Environmental conditions

i. Prepare spatial and socio-psychological geography

ii. Provide adequate structure

iii. Personality of the lecturer

(a) Lecturer must accept a broader role, not only a source of information/inspiration but an animateur of the group

(b) Lecturer must "see" himself as a model for social learning of student

(c) Internalizing knowledge of learning theory.

iv. Knowledge of the nature of the learner

(a) Understanding and responding to student needs

(b) Humanity-based approach to teaching.

2) How?

i. a) Teach relevant skills

b) Knowledge of group dynamics

c) Preparing viable projects that can be done participatorily

d) Avoid the "one way" approach to teaching

e) Facilitating communication

ii. Provide intellectual stimulus

iii. a) Improvising and sharing resources, i.e. proper and maximal use of available resources

b) Sharing and learning other's experiences

iv. Projecting oneself as part of group, no need to defend own stand.

ad 5.3.2.1 Report: Group I,2 Innovative strategies in teaching and learning (R. Lischka) / Excerpt

Types of materials and needs

(instructional materials) (E.M. Standa)

There is need for

1. materials on problems of teaching and learning in Higher Education, and possible ways of overcoming these problems. This portion of the materials is important in problem identification;
2. materials giving case studies on projects or programmes where efforts have been made on improving teaching and learning in Higher Education;
3. specific instructional units materials for those who would like to improve their methods of teaching and learning in Higher Education;
4. motivation and demonstration films, videotapes, audiotapes, etc., on certain aspects of teaching and learning in Higher Education, e.g. small group methods, the lecture method, increasing student participation, etc.
5. specific materials on various subjects to aid students in content mastering.
6. films, charts, and other aids to help the teaching and learning process;
7. increase the production of reading texts through developing appropriate organizational structures and designing text forms which are affordable by the consumers for wider distribution, e.g. mini-textbook approach;
8. exploring possibilities of distance learning for students and participants who do not wish to interrupt their work situations;
9. develop educational resource centres as sources and facilities of innovations in teaching and learning in Higher Education in universities and other institutions.

Using Distance Learning Methods to Improve Learning

Hafiz S. Wali; Reinhold Lischka

Basically distance learning insists:

- objectives are identified unambigiously
- the clientele needs and problems are fully appreciated
- the difference between the content and methods in distance learning is important. To a large extent the content influences the methods and vice versa
- learning materials are written and structured in such a way as to facilitate learning. These are usually supplemented by use of modern media
- that a network of distribution and feedback system is established so that the "teacher and learner" communicate effectively and each is influenced positively by the other
- that self-evaluation is inbuilt.

It must be appreciated that this system has many failings and problems. Its success depends largely on the quality of instructural materials produced, so that the students get motivation. Nevertheless recent experience in many countries has indicated that distance learning is a viable innovation, especially for developing nations.

Innovative and Cooperative Teacher Education

Sonny Tucker

The concept of cooperative teacher education as we know and apply it in our agricultural teacher training programme at Njala University College involves:

1. Systematic recruitment drive and selection of qualified students
2. Orientation and training including (1) general education, (2) technical agriculture, (3) professional education and agricultural teaching methodology, (4) student teaching practice under the supervision of qualified and experienced agriculture teachers in selected secondary schools in the country, and (5) graduation and certification of teachers

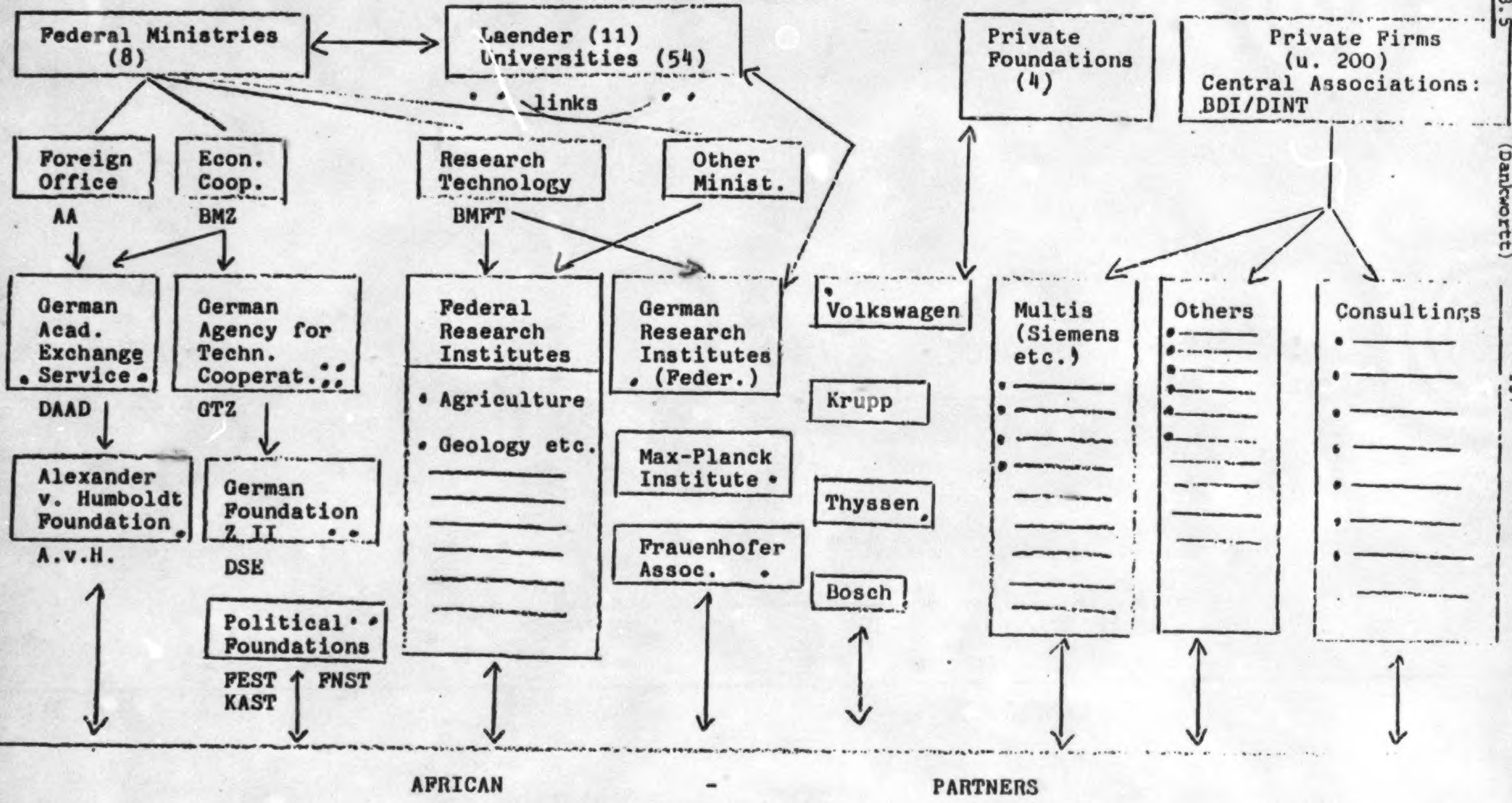
3. Placement of qualified teachers after graduation is partly the responsibility of our department in terms of follow-up
4. Follow-up of the teachers placed in the secondary schools is also a concern of our department in terms of evaluation of our teacher training programme
5. In-service training of teachers is also an aspect of our cooperative teacher education.

The programme works very well because both the university and community are somewhat involved in the teacher training (refer to WP 14).

• = ca. 10 Projects with Africa

FRG: INTERNATIONAL RESEARCH COOPERATION

Institutional Structure / Excerpt


Federal Ministries (8)
Laender (11) Universities (54)
links
Private Foundations (4)
Private Firms (u. 200) Central Associations: BDI/DINT
Foreign Office
AA
Econ. Coop.
BMZ
Research Technology
BMFT
Other Minist.
German Acad. Exchange Service
DAAD
German Agency for Techn. Cooperat.
GTZ
Federal Research Institutes
Agriculture
Geology etc.
German Research Institutes (Feder.)
Volkswagen
Multis (Siemens etc.)
Others
Consultings
Krupp
Max-Planck Institute
Thyssen
Frauenhofer Assoc.
Bosch
Alexander v. Humboldt Foundation
A.v.H.
German Foundation Z II
DSE
Political Foundations
FEST
FNST
KAST
AFRICAN - PARTNERS

Report: Plenary session about

ad 7.2.1: group III,3 Evaluation (B. Berendt)

/Excerpt

1 a)	versus	1 b)
The working and background papers were a good variety and mix, they were a useful introduction, the fact of existance was important		The distinction between working and background papers was unclear, good use of papers were not made in the conference distribution problems (time!) size limitations, paper-reading in terms of discussion would have been useful
2 a)	versus	2 b)
The effect of the study tour was positive		negativ
3 a)	versus	3 b)
The experiences on the study-tour were useful in its own right		not useful
4 a)	versus	4 b)
The Berlin conference had a practical value and was of relevance to my own work		-- of no relevance
5 a)	versus	5 b)
The used "brain-storming"[1] methods during the Berlin conference helped to create a positive social climate, supported the interaction between equals and a relaxed atmosphere		The used "brain-storming"-methods were negative, because the theories/concepts were not clarified, information was not brought into specification
6 a)	versus	6 b)
Outcomes of study-tour and conference (good realistic proposals for newsletter good combination on follow-up and new measures (workshop in 1982) were positive		negative
7 a)	versus	7 b)
The evaluation procedure was positive		negative